

THE AMERICAN School Board Journal

August



1900.
Vol. XXI. No. 2
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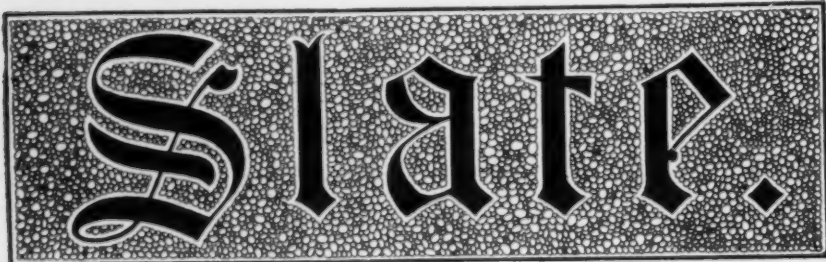
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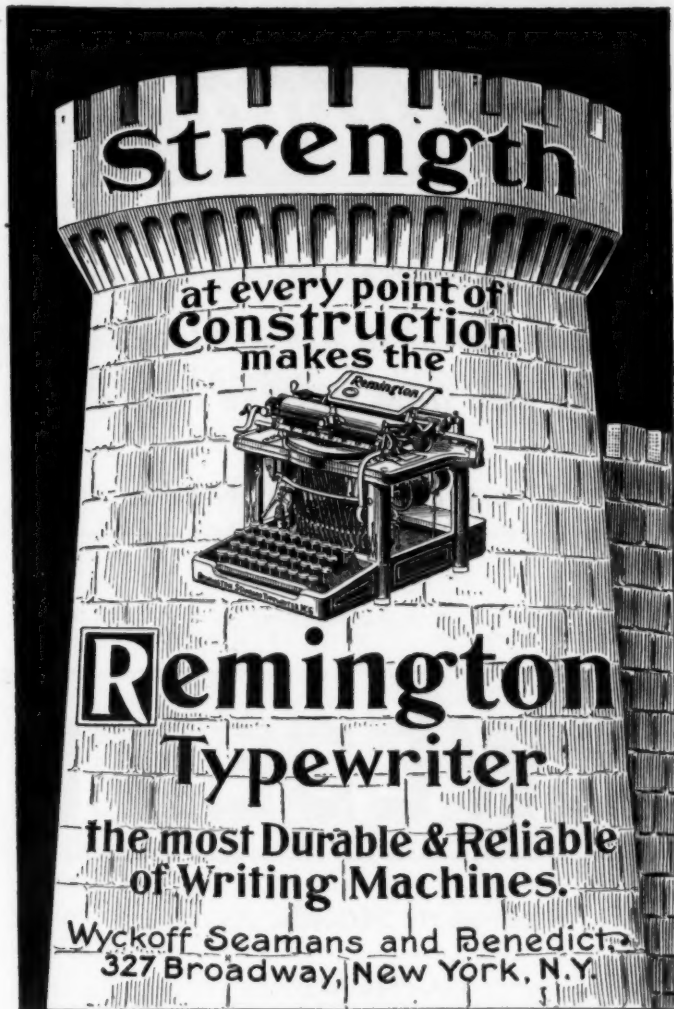
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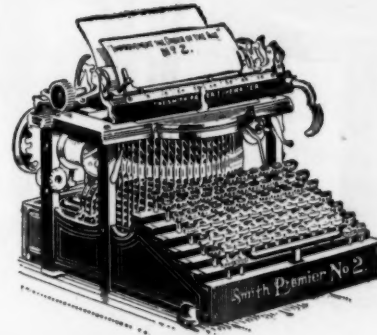
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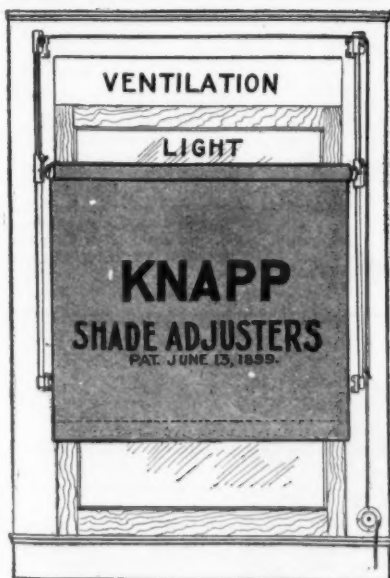


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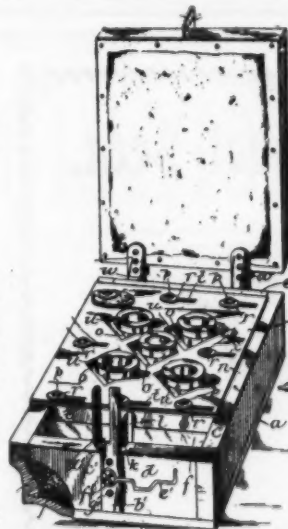
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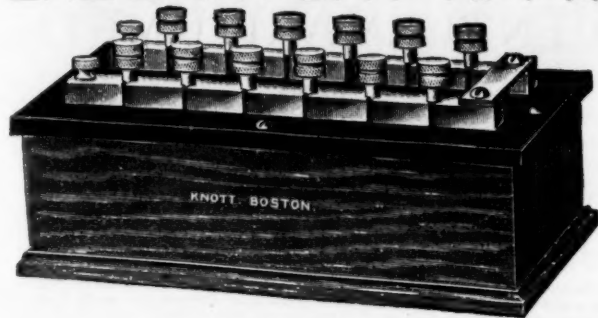
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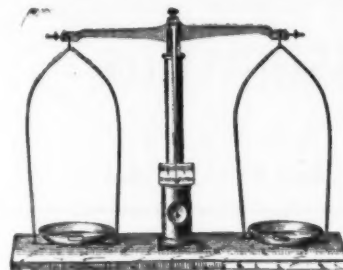
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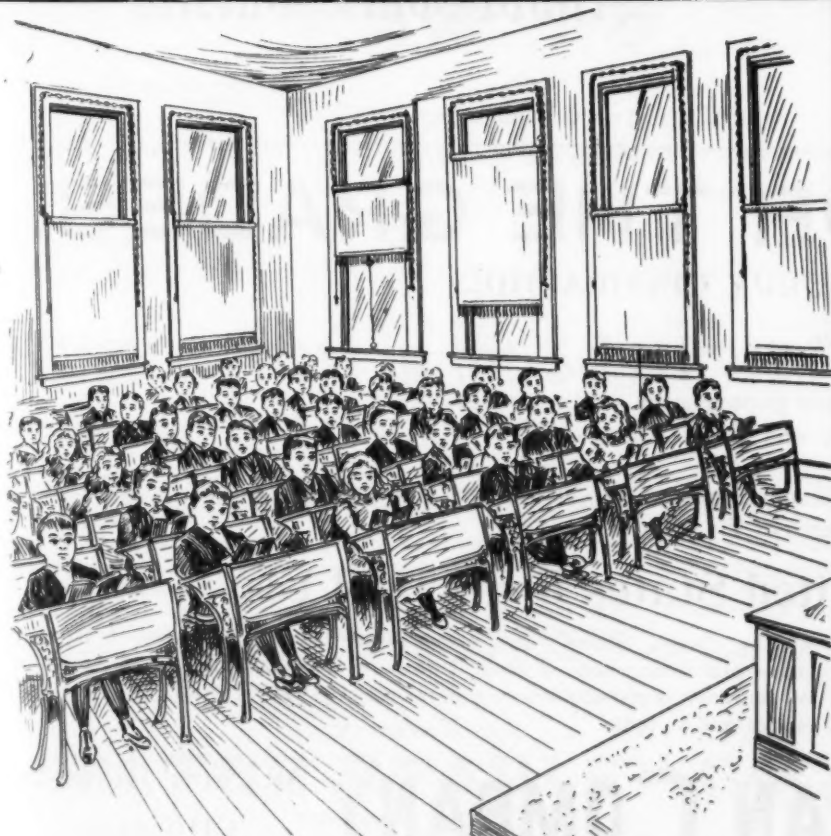


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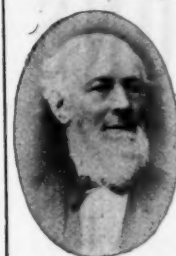
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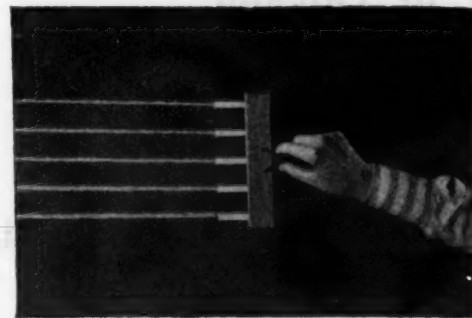
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School Board Journal

VOL. XXI. No. 2.

NEW YORK—CHICAGO, AUGUST, 1900.

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UNCLE SAM GREETES THE CUBAN TEACHERS.

Fourteen Hundred Cuban Teachers, headed by Prof. Alexis E. Frye, the Cuban Commissioner of Education, visit the United States to attend the special summer school under the auspices of Harvard University, Cambridge, Mass.

The National Convention of School Boards.

Meeting of the Department of School Administration of the National Educational Association, Charleston, S. C., July 12, 1900.

The Department of School Administration met at 3:30 P. M., July 12th, at the Light Dragoon hall, Charleston, S. C.

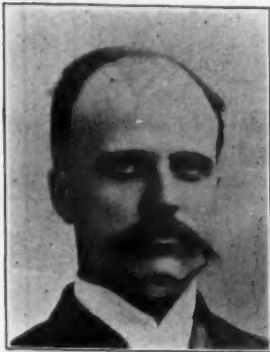
A telegram from President Barthell, announcing his inability to attend, was read. In his absence, upon motion of Mr. Peres, of Memphis, Wm. Geo. Bruce was elected temporary chairman, and was also requested to act as secretary.

Mr. C. H. Parsons, of Des Moines, Ia., read a paper on "School House Architecture."

School House Architecture.

BY C. H. PARSONS, DES MOINES, IA.

In addressing you today, I am conscious of the fact that you represent the controlling power of the public school system of the Great American Republic, and my desire is, to so impress upon your minds the importance of this subject, that words from me may become actions in you. It is easy to come here and present any of the subjects assigned in an interesting and entertaining way; it is another thing to present a subject in such a way that it is adopted as a policy and made a line of action by one's audience; the first calls for entertainment; the last for the awakening of the mind to a danger and the presentation of a remedy. My desire is to be able to accomplish the last named result.



MR. C. H. PARSONS,
of Des Moines, Ia.
Who Read Paper on "School
House Architecture."

The other day as I was glancing over the official bulletin, the thought occurred to me, that this entire Educational Association and each one of its many departments, was more or less interested in this subject of School-House Architecture, and that all that is needed to deepen that interest, is to have its true relation to the success of the work in all educational lines properly understood.

My theme is "School-House Architecture," or "The Home of the School." Architecture is the art of building, and includes two elements, "theory and practice." Theory treats of the ideal; practice deals with the possible. These two elements should always be in harmony, but, in fact, are more often found in discord, owing to conditions over which the architect has no control.

In Architecture, Theory should be the master, and Practice should make Theory possible, but in the preparation of the Home of the School, Practice has overruled Theory and become enthroned as master, until today, we see built all over our land, school houses reputed to be modern, that violate in both conception and construction, every known principle of correct school-house sanitation. By school-house sanitation, I mean everything in the construction of the school building that has a bearing on the health of the child.

This subject of Sanitation divides itself into the following heads: Stairways, Water Closets, Lighting, Heating and Ventilation.

In taking up the consideration of the subject of Stairways, I have been surprised during the last few years in finding that many of the recent and most expensive buildings in this country, have been constructed with stairways that are steep and really difficult of ascent. I have entered some that it becomes painfully apparent the minute you are passing up the vestibule steps to the main corridors. No stairway should exceed 6 inches in rise and approach 5 1/4 inches as near as possible.

All high school work and grammar grade work should be placed on the first story of all school buildings. The reason for this becomes apparent when we stop to think that during these years of work the school girl reaches one of the most delicate periods of her whole life. Reaches a time, when in many instances, they have to drop out of their school work as the result of failing health and too much stair climbing.

Where the high school is placed on the second story and the water closets in the basements, it means a stair

climbing of from 25 to 30 feet, and 25 feet always to the outside yard.

I have often had the question asked me; "Would you put the high school grades below and make the little children climb to the second story?"

This is not the thought. Put the high school and grammar grades and first and second primary on the lower floors and let the intermediate grades do the stair climbing; for as a usual thing, if in good health, at that age they are climbing everything that is climbable anyway.

The second sanitary point is Water Closets.

I desire to make a broad statement in connection with this subject, and that is, that every school building of two rooms and over, should have inside water or dry closets.

I will assign two reasons for this: the first is physical health and comfort; the second is the moral benefit to the child.

The outdoor water closet can never receive an inspection that will prevent its becoming an unsightly and immoral thing, and it stands as an educator of our children in the downward road, with its walls covered with ancient legends that had better never be learned, and when once seen, immediately forgotten.

Our next sanitary point is Lighting.

The correct principle of lighting is one that more than any other is constantly and wilfully being violated in the construction of our school buildings.

The question of light being introduced entirely from the left of the pupil is the correct and only correct way to light a room. In large rooms, it presents a problem, because light will only carry so far and when it comes to making a school room 45 feet wide, it requires a ceiling 30 feet high in order to properly light it. When you have reached a ceiling of this height, in many cases, the acoustics of the room will be a failure, but I am happy to say to you today, that modern science has solved this difficulty. The modern prism placed in the top or bottom section of the school-house window, will transmit the light perfectly to almost any distance and leave the ceiling a natural and normal height.

In other cases, the introduction of an angle skylight so as to reach the inside of the room, will accomplish the same result. While saving the eyesight, we wish to do nothing that will injure the hearing. We can only touch today on this question in a general way, calling attention to the fact that the proper school room is one that will be so built that none of the principles of health will be violated. We can only bring out the theory. It takes years of exercise and many failures in order to perfect the practice.

A correctly lighted room will have:

- 1st—All of the light massed in one sheet on the left side of the pupil, all introduced into the room from one direction.
- 2d—It will not have too small a quantity of light.
- 3d—It will not have too much light.
- 4th—The light will not be too near the floor.
- 5th—No seat will be too far from the light.
- 6th—No smooth glossy surface will be used so as to produce a glaring effect.

A building may be defective in any or all of these points. If it is, it is constantly injuring the eyesight of your children.

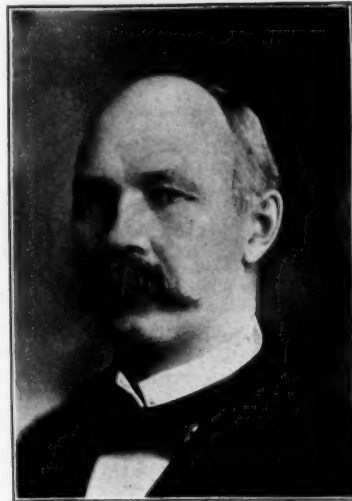
Our last sanitary point is Ventilation and Heating.

For many years, we have been able to go into our school buildings and in some place, see a basin, a cake of soap and a towel. The teacher has been the means of introducing this into the modern course of study in order that the face and hands of some of our dirtier children may present a better appearance; for, as one teacher remarked to me recently, "It is impossible for me to love a dirty child." And, did you ever stop to think, that while you have cleaned up the face and hands, that possibly all of the body is in the same condition? and all the pores are constantly breathing and vitiating the air for the other children and yourself?

This is only one of many reasons for the necessity of ventilation.

The strongest reason, to my mind, is the question of disease; we see increasing year after year, the number of consumptives in our country. I have no doubt that if it were possible to trace this disease back to its origin in each case, we would find that the majority of them were the result of weakened and diseased lung power as the result of breathing day after day, foul and vitiated air in our school rooms.

Proper heating of the room is impossible without, at the same time, ventilating the room, so when we consider one, we consider both. A correct and excepted medical and scientific definition of good health is,



L. C. GREENLEE,
Supt. Denver, Colo., Schools Dist. No. 2. Elected
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"Pure blood flowing through a healthy organism." Three things enter into the composition of blood; namely, the food we eat, the water we drink, and the air we breathe.

The large cities of the country spend millions and millions of dollars for the purpose of securing pure water supplies for their citizens. Congress, State Legislatures and City Councils pass laws, statutes and ordinances to prevent the adulteration of food and protect the inhabitants of the country from improper and injurious food products. Let the water supply of any city in the country become contaminated and there is a commotion created very quickly by the daily press, board of health and physicians of the city in order to protect the lives of the people. Some legislatures of the country require by law, that every school room, erected and in existence in the confines of the state, shall be properly heated and ventilated. The contaminated water supply and poisonous food may be more swift in its results in the destruction of life than the foul air we breathe, but it is none the less deadly. If we would have our children enjoy proper health, we must not only protect the stomach from transmitting poison to the system, but we must also exercise the same care with regard to the lungs.

The school room that is properly heated and ventilated must have the following requirements:

- 1st—It must have a mild, agreeable atmosphere in all kinds of weather and in all parts of the room.
- 2d—It must contain a uniform degree of heat in all the various parts of the room.
- 3d—It must have a constant supply of pure, fresh air entering the room in such quantities that no person in the room will have to breathe the same air twice.
- 4th—The foul and impure air must be carried out of the room as rapidly as it becomes contaminated by use.
- 5th—The supply and exhaust must be so regulated that it has in itself, power to produce these results, no matter what may be the conditions of the atmosphere outside.



Professor Whyte—You say that there were many conspicuous educators at the Charleston meeting?

Professor Lyte—Yes, conspicuous—for their absence.

6th—These results must be produced in such a way as not to cause draughts.

7th—This change of air must be accomplished without opening the windows.

8th—The heating and ventilation should be so arranged that it is under the control of the teacher, if not automatic.

9th—The warm air should be introduced at the ceiling line, or at least above the blackboard line.

10th—The foul air should be exhausted at the floor line so as to prevent the accumulation of cold air on the floors.

If the heating and ventilation of a school building is producing these results, it is at the same time preserving the health of the children.

If it is defective in any or all of these points, it is constantly destroying energy, vitality, and will eventually break down health.

Every building presents to the experienced architect three distinct problems:

- 1st—The building from the point of business.
- 2d—The building from the point of construction.
- 3d—The building from the point of beauty.

Treating of these in the order in which they are given, we find,

1st—That every building is the outgrowth of a business demand.

2d—That it should be so constructed that those called upon to transact business within its walls, will feel that life and health are fully cared for in its construction; this comprehends not only strength of materials but application of principles of sanitation.

3d—That art has combined with the two former points to produce a harmonious whole that is pleasing to the eye.

Let me illustrate this last thought for you by giving you a word painting of an ideal school house:

It is so arranged that in the school rooms, the teacher has full and easy command of all pupils both in recitation and study; she has full control of all entrances, and ready at hand are receptacles and closets for all the necessary conveniences for the conduct of the school; each school room, all cloak rooms, halls, stairways and entrances are so arranged and grouped that the principal in command of building are so perfectly heated that on the coldest and warmest days alike, the greatest comfort is produced; the ventilation is so ample that each child is constantly supplied with a flow of fresh air drawn from the limitless quantity from without, and at the same time removing the air which has been vitiated within the building; each room is so perfectly lighted that the most delicate eyes are not injured by the work assigned; the entire building presents a harmonious whole; it combines the materials that nature has placed ready at hand in such an artistic way that the minds of both pupil and teacher are being constantly elevated and refined.

This ideal school house of mine partakes of the local coloring of the community in which built; it is the production of the citizens of that community; it is the home of their school, and under the guiding hand of the skillful architect, it becomes the best expression of their thought.

This ideal school house is the theory; but what of the practice?

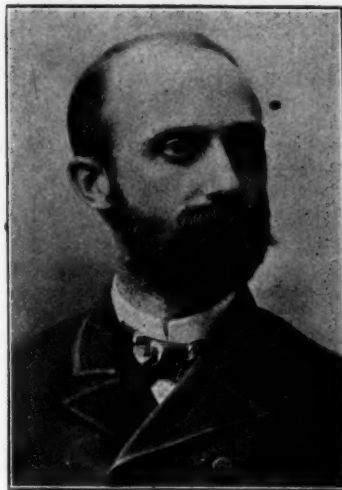
In many sections today, and in some of the best buildings, too, the business of the school house is sacrificed for architectural effect; in very many, the principles of sanitation are violated at least in part, and treated by both board and architect as matters of minor detail. Thus, buildings are erected in which the health of the occupants are constantly being injured, which in many cases will result in the blighting of the whole future life of the child. This is practice.

The existence of this condition of affairs is the outgrowth of a lack of knowledge on the part of the Boards of Education, School Teachers, and Architects. Sometimes the mistakes are traceable to one of these three and sometimes to all, but the most active agent in ruining of modern school houses is that thing known among architects as "competition."

I can best make clear the meaning of the last statement by a few illustrations drawn from our experience:

In a competition this last spring for a good school building, there were present and showing plans, seven architects. Six were engaged in general practice; we alone, having made our life work the study of school architecture; we alone, stood for the correct principles of sanitation, and as a result, we were dropped among the first with the statement that it was hardly possible that one architect knew more than six. A few weeks after that, I had the pleasure of seeing the successful plans, and the main study room was lighted from three sides, front, right and rear. Every pupil in that room will be constantly facing the light, and other sanitary principles were as badly violated.

At another point, I was successfully carrying the Board to the policy of the main high school study room on the ground floor, when the City Superintendent of Schools interfered on the ground that he had always had his high school room on the second floor and thought it was the best place for it, and I was defeated, and upon dropping me, I was told that the plans were all about the same. On seeing the successful plans



DR. J. M. GREEN,
Principal State Normal School, Trenton, N. J.
President Elect N. E. A.

afterward, I found that the architect had violated every known point of school-house construction.

In a competition in 1899, a Board in Nebraska selected two iron stairways and built a school house that in every other way they are ashamed of today.

These illustrations could be multiplied without limit, but these will show you the results of competition, and these are not exceptions but the rule. The reason competition increases the number of poor school houses, is because in a competition, there is no opportunity or time for educating a Board up to correct principles, and demonstrating them so that they can be thoroughly understood, and in a majority of cases, the question of plans is decided on some detail that appears to the architect to be the important thing, and as he dwells on this and magnifies it in his presentation to the Board, it finally becomes the whole school house to them, and the principles of arrangement, sanitation and art blended into a harmonious whole is completely lost sight of in the special pleading for minor detail.

I am not impeaching the honesty of any architect in this, neither am I complaining of injustice on the part of the Board; for both are acting up to all the knowledge they have. The school building to the architect is as he presents it to the Board, and the Board in turn, see the building just as he presents it. I am simply showing the difficulties in the way of the realization of the ideal school building as the result of competition.

The architect, to make a success of school-house construction, must have a broad experience in both theory and practice; he must have met many school men and talked and studied with them over the needs of the school; he must be conversant with the different methods of conducting schools; he must be a student of not only all the present conditions, but he must be thoroughly conversant with all the indications that point to the development of the modern school in the near future; that is, the successful school building of today must anticipate the needs of tomorrow. He must have a thorough knowledge of the applications of light, and understand heating and ventilation and the handling of currents of air, for he will have to assist and advise Boards in deciding between many and various systems and so-called systems of heating and ventilation. It is not enough for an architect to simply be able to make a statement on any given point, he must be able to prove all statements and give authority for all positions taken, and then with this knowledge, in order to make a success of his work, he must have the full confidence of the Board with which he does business, the same confidence that a client reposes in his lawyer, or the patient in his doctor. And the architect, without both the personal equipment and confidence of his clients, will in a degree, at least, make a failure of his school building. But the law has placed the handling of all these problems in the hands of the School Boards of the country; they are the jury that weighs the evidence, and in most states, the courts of last resort; their decisions are final and conclusive in determining what the school house shall be, and here, the problem becomes most complex. The membership of these Boards are usually made up from amongst the best business men of each community. They are busy men, men of affairs, and they can only devote a limited portion of time to the consideration of these questions. They have no previous experience from which to draw, for it rarely falls to the lot of one Board to build more than one school building, for by the time the community needs another, the personnel of the old Board has been changed so that it is a new Board that has to face and solve the problems. It is too much to ask these men that are giving freely of their time for the good of the schools, to spend days in the study of these problems.

At this point, when we discover that our School Boards are not equipped for this work, owing to our

political system which is producing a constant change, we naturally turn to look for an adviser for the Board, who has given this question enough study to be able to advise against mistakes, and in this way, we turn to the school teacher, principal or superintendent, according to the size of the school, but again, we are doomed to disappointment; for we find that the school worker is devoid of definite and satisfactory knowledge on these lines, and frequently in place of knowledge, has some prejudice along certain lines that only tends to still farther complicate the solution of the problem.

I have now, up to this point, called your attention to the idea of the ideal school house. I have stated that but few of the many buildings erected annually, approach to this condition of idealism; I have shown the disease and traced up its cause, showing it to be the general lack of knowledge on the part of the three interested parties in the construction of each school house, the Board, the teacher and the architect; and now, that the difficulties have been made to appear, I desire to turn your attention to a suggested cure.

First, I desire to suggest that at all county institutes, a course of instruction be given school teachers on the principles of school-house sanitation, in which the injury to health caused by their violation will be brought plainly and fully to view; that in connection with these institutes and the examination of teachers that follows, that a rigid examination be required of all candidates for certificates on these lines, not at first as a necessity to the securing of a certificate, but as a means of ascertaining the information possessed by the teacher. The County Superintendent then having before him the knowledge possessed by each teacher, can follow this up with instruction at future meetings and in correspondence so as to build up the weak places. Using this method of instruction for the education of teachers, it will be only a short time until a knowledge of school-house sanitation can be made a requirement for the granting of a certificate; and then every Board can have a competent adviser.

Second, that the course of study in our common schools embrace instruction along the lines of school-house sanitation, thus preparing the future generation for their duties in these lines, and equipping them with a fund of knowledge for positions on the Boards of Education of the future. In order to make this practical, a brief text book would have to be prepared, covering the points that every citizen should know, and this instruction would not only be of benefit to the generations of the future in the construction of school buildings, but would be of aid in their homes and of general benefit throughout life. This instruction would naturally follow in close connection with Physiology and Hygiene.

In our state of Iowa, the child is required to learn the injury caused by the use of alcoholic liquors in order to increase temperance; in the same way, our children should be instructed in these other health giving principles, and in this way preserve life.

Third, each state should pass laws requiring that every school house should measure up to a certain sanitary standard. This can be accomplished by state and local Boards of Health together with State Teachers' Associations petitioning their state legislature to pass such a law, and these petitions would be respected. The state now requires that the child should be educated so as to make a good and safe citizen, and it has now to only go a step farther and require that the community in which he is educated, supply him with such a perfectly constructed school building that the receiving of this education does not in any way mar his future usefulness as a citizen by injuring his health, for a sound mind can only exist in a sound body.

Fourth, the people and tax payers should be taught that it is easier and cheaper to prevent disease than it is to cure it. This can be accomplished by those interested in the school in each community working through the local press and by the teacher agitating these subjects at "Mothers' Meetings."

Fifth, Boards of Education in the erection of new buildings, should exercise the utmost care in the selection of an architect, who has had special experience in the designing and construction of school buildings.

In the dawning of a new century, as our country is assuming its position among the nations of the world as a great world power, with its dependencies in the isles of the sea and far tropical climes, with our public school system being extended to meet this expansion, it becomes necessary for us to provide such perfectly constructed school buildings, that our children, the coming generation in whose hands will be entrusted the affairs of life, will not only be able to meet the problems of the future with enlightened minds, but with bodies both strong and vigorous; and to you and those who you represent here today has been entrusted the work of caring and providing for the education of the children of a mighty nation, and may you be given both knowledge and wisdom so as to meet all these problems in a wise and understanding way.

Mr. Israel H. Peres, of Memphis, Tenn., then read his paper on "School Administration Problems in the South."

School Administration Problems in the South.

BY ISRAEL H. PERES.

Immediately it is well to impress upon the mind of our country that school administration problems in the South do not materially differ from those in other parts of the United States, the exception being the problem of the education of the negro. It must be borne in



I. H. PERES,
Yale, M.A., LL.B.,
Pres. Board of Education,
Memphis, Tenn.

mind, and constantly, that school systems are not ready-made in Heaven and dropped down among us for our use; they are a growth and evolution from the primitive to the more and more complex, each phase keeping step with the advance in arts and sciences, and with the advance in the general social growth. The influence of climate, topography, psychic, and industrial status, and the secondary influences accompanying these, are to be considered in arriving at correct conclusions on the subject. Certain it is,

that every school system is a product of the community in which it exists, and is formed by the average conscience, wealth and intelligence of the community.

SCHOOL BOARDS. The school board, committee, or directory is the first proposition. At a meeting of a certain school board, which was discussing a question touching matters educational, one of the members, with a ludicrous show of pride, stated that he was not an educator in any way, shape, manner, or form, and if the people elected him for that purpose, they made a mistake.

It is an unfortunate fact that persons of this caliber are considered eligible for places on school boards. With the board, and when I say board, I mean everybody charged with the duties of carrying on the management of the public schools, lies the progress or regress of the system. Men should be placed on the board who have at least one line of vision outside of the perspective of their own peculiar business in life. They should be educated men, cultured, and a degree from a first-class college or university should not be a badge of disgrace, but rather a *prima facie* index of capacity to do the work required of a board.

A board should select teachers, text-books, and superintendents, and should be men of sufficient mental and moral make-up to make these selections intelligently, without political compulsion or sentimental constraint. If the board exists simply to dole out places, provide funds and furnish buildings, and look pleasant, the community can well exist without them, and a mayor and board of aldermen or city fathers can as well exercise its functions.

Aeons of ages ago, the hoary statement was born, "you must have practical men on the board." The implication, born at the same time, was that a man with an education beyond the general average is neither a practical nor a business man, but by some strange paradoxical reasoning he is considered neither the one nor the other. The time has passed when an elaborate and detailed explanation of the absurdity of such a statement is needed. The correctly educated man is a business man and a practical man. His advantages free him from a medieval fear of healthy progressive methods, and prevent him from being engulfed in a wave of fadism. He is trained by the experience of others, and loses neither time nor material in experimenting on his own account. He can separate the good from the bad, the useful from the useless. He can assist progress and does not retard it. Best of all, he can be taught, and is confident that the wisdom of the ages is not lodged alone in his head.

Another hoary contemporary of that statement is, "we don't want any theoretical man." The best minds of the century have blotted out the "theory" business, and "theory" and fact are so well commingled that there is no definition of "theory" which can stand under a strict analysis. The history of civilization teaches that the so-called "theorists" have brought the world together and have spread the human race all over the habitable globe.

In the South, the problem is the selection of men suited for school board work, but as above intimated, the problem is not peculiar to the South. The North, East, and West, have gone and are going through the same throes. The South is behindhand somewhat, not because she lacks material, but she has not reached that point in the specialization of industries, where men are more and more forced into particular lines of work. In a word, she is agricultural at present rather than manufacturing.

In a Republican form of government, it is nearly impossible to keep any of its agencies free from politics. Politics in the school board is more an annoyance than an evil. There is generally a concert of action, notwithstanding political difference, in questions affecting

the public good, yet it is well to have the board as decently free from politics as is possible. The ordinary pot-house politician who wields the destinies of a board is not generally a man of education or culture, though this may not prevent him from being a genial gentleman; and if the community is educated to that point where it will brook no interference by the local bosses in school matters, then the standard of the school board and its scholarship will be raised, and it will become what its name indicates, and not merely a set of perfunctory ministerial officers.

Another remedy would be to cut off all salary and compensation of members and insist that the members select teachers, superintendents, and other employees on a system of merit, and not a system of "pull." Men should be put upon the school boards throughout the South who are educated and who are not abashed at the idea that they are educated; men who are living in the present and whose best thoughts are not always attuned to the sounds of a rapidly receding past. We need men who are interested in education for its own sake; men who can perceive the inestimable benefit coming from education to the community; men who take interest in live educational topics and who are able to distinguish a blue back speller from a Loomis trigonometry when they meet them in the road.

MONEY. Here again the industrial status wields the greatest influence. The wealthy sections of the country are not so much hampered in this respect as the South. All over the country the people are less adverse to paying a school tax than any other. The management of the funds is a more difficult problem than getting them. Ornate buildings are commendable, but plain buildings, comfortable and sanitary, with plenty of room, air and light, and more money for teachers' salaries is much more commendable. Many city governments have an idea that schools are side shows in the municipal circus. This is erroneous. The schools are the basis of our best and most intelligent citizenship, and it is the best interest of the municipal authority to foster them. They will always merit the esteem and affection of all citizens for hearty support of, and co-operation with, school interests by laying aside as much money as they can out of their budgets for school purposes.

More buildings are needed, so that too many children are not crowded in one room; and more teachers are needed so that one teacher shall have on an average of twenty or twenty-five children in a room instead of fifty or sixty, as the case now is, and the advantage of such a condition is too obvious for detail, especially before this audience. All this consumes cash, and after every tax is laid, which makes for the protection of the community, the next highest tax should be for the schools.

TEXT-BOOKS. The South is now being made the new battle ground for the uniform text-book idea. The uniform text-book system is contrary to the policy of the state and the community. It is a step toward regimentation and centralization; it eliminates the board, teachers, and superintendents. In every social unit, it is a fact that where there is a military government, based upon regimentation, the same system obtains in the home, in the administrative, in the ecclesiastical and in the educational departments. This is foreign to the principle upon which a free public school should be based. In our respective communities, boards should be given the utmost latitude in the selection of text-books and the management of schools. It is no answer to say that boards of education may not know what to do. In most cases this is true, but the people can easily select men of mental training to carry on the schools in a satisfactory manner. The utmost and freest competition exists as to supplying the school children with text-books. The fittest survive in that line, as in any other department of commerce. Inasmuch as the people of every community elect their directors and boards, they should be given full power, so that if anything goes amiss they may be held responsible to the people who elected them. It is not a salutary measure for the central power of the state to interfere with local methods of education. Neither from an educational standpoint, nor from a standpoint of saving money, in the states where it has been tried, is the uniform text-book system a success. It is a well-known fact that the elective courses in all colleges and universities in the land are being widened day by day and required studies are becoming diminished. This is simply individualism in educational methods. The uniform text-book is like compulsory insurance, and like all other state aiding schemes.

The insistence of uniformity has been well illustrated by a French minister of education who once boasted that at a given hour all the boys in France were saying the same lesson at the same time, and out of the same text-books; and reminds one also of the revolutionary regulations in France, one of which was that upon a certain appointed fete, mothers at a specified time were to regard their children with tender eyes.

The children are entitled to the best text-books that the market affords, and these can only be obtained by a full and free competition in the open market. Every first-class teacher, every first-class superintendent, and any man who knows anything about the science of education and the art of text-books, and who is willing

to take notice of the strictly commercial strain running through the uniform text-book system, has condemned it and will condemn it, and should use every effort to keep it from finding a lodgment in his state.

TEACHERS. The power of successfully teaching lies almost wholly in the personal magnetism and individuality of the teacher. Knowledge is necessary, but skill, tact, and temperament and power of imparting that knowledge are just as important, and without them the knowledge will be well-nigh useless. As with the text-book, so with the teacher, the children are entitled to the best the market affords in full and free competition, and the selection of teachers should not be hampered by genealogical or geographical lines. Teachers should be selected who are fitted by previous training or previous experience for the position, and if there should be a vacancy and an application therefor come from a person with speaking credentials as to competency, the applicant should be selected, no matter from what part of the country the applicant hails. Professionally trained teachers should always be employed, and the demand for the professionally trained teacher grows with the growth and development of the school system.

The time will come when in our high schools in the South, each department of study will be presided over by a teacher professionally trained and experienced in that particular study, and we will not have the farce, or rather the educational disadvantage and detriment to the pupil of having one teacher spend thirty minutes on a Latin lesson and then rush frantically across the hall to teach geometry for fifteen minutes and then breathlessly turn his attention to thirty minutes of Greek instruction. We understand that the school system is a growth; we understand that the school has developed from the primitive step by step to the more complex, but understanding these things, we do not positively take hold of the situation and decide that the management be carried on in a way determined by modern method. We are too content to leave conditions as they are. We still take young ladies just graduated from the high school and make teachers of them, before they have had the experience and the mature intellect so absolutely necessary for so difficult a position. It is true that they are put through a course of *quasi* training, under a system known as aid teaching, but this does not meet all the requirements of the present day. No person should be elected to the position of a teacher in the public schools of the South until he or she has had a normal school training. If we cannot get trained teachers from our own section of the country, let us get them from somewhere where they are trained in normal schools. The South has first-class normal schools and educational facilities, and it should be the duty of men and women who intend to teach and apply for positions in the public schools to attend these normal schools in the South or somewhere else. They should not have the assurance to insist on being a teacher unless they are trained for that position. A person has no more right to practice the profession of teaching, without previous training and study, than to practice law or medicine, or any other profession. The high school courses in the South have by no means as yet reached the highest standard, and unless one be a born teacher, one is not competent immediately after graduation from those high schools to teach, and it should not be expected that they are to be given places simply because they have graduated. The old system is a waste of time, work, and energy, and is a positive detriment to the pupil, although the best attainable until we reach the normal stage.

But while I insist on high-class ability and thorough training for the profession of teacher in the public schools of the South, I do likewise insist on behalf of those teachers that they be paid higher, much higher, salaries than they are being paid for the strenuous and immense amount of work that they do. Competent service can only be obtained by a competent price, and there is no profession that gives more what it gets than that of teacher. The average annual pay for public school teachers in the South ranges from \$82 to \$275 for males, and from \$76 to \$238 for females, the lowest being in North Carolina, and the highest being in Texas. So then the teacher problem resolves itself into an awakening on the part of the public to a demand for trained teachers and a willingness on the part of the public to pay higher salaries to obtain them, and the fact may as well be remembered and put down as absolutely indisputable, that first-class teachers will not give their services for third and fourth-class pay.

SUPERINTENDENT.—After all, the life-blood of the school system is the superintendent. He is the main-spring. He is the fountain. From him come energy, aptitude, ambition, progress, life, and success, or from him emanate a dull conservatism and provincialism content simply to be pushed along by the general growth, development, and environment. The superintendent most of all should be a man of liberal and broad education, a man of letters, of mental strength and power, a man of the present and not of the past, and he should be a man who is willing to, and does, take an interest in educational matters, and who will make a study of the science of teaching and education, and no man should be elected to be a superintendent of any system

of schools who is not competent from every point of view suggested.

He should have the hearty co-operation of his board and his position, so far as they are concerned, should depend upon his fitness therefor, and not upon personal predilection and maudlin sentimentality. He should be a man of sufficient skill, capacity, and personality to constrain a board's favorable decision upon any recommendation upon any subject he may make. He should be relieved of all matters not pertaining to education *per se*. He should not be worried about funds, buildings, grounds, furniture, or any other matter which can be attended to by a ministerial officer or employe. If he is a man of superb ability, he should be given absolute sway as to teachers, text books, and discipline, and if he is a man of but average ability, the community should see to it that the board with whom he is associated is composed of men who know something at least of educational matters, so that the superintendent can take some pride and pleasure in conferring with them upon such subjects, and who can give an intelligent advisory decision. But finally, each community has a superintendent of public schools of a caliber and mental equipment which it demands and pays for and the community must cast the blame on none but itself if the schools make no material progress.

CURRICULUM.—Along with the intense specialization of industry comes the specialization in educational courses. The best curricula of today are made up of four general departments, to-wit: First, the classic, which is a preparation for a collegiate course, ending in the bachelor of arts degree; second, the scientific, which is a preparation for a collegiate course, ending in a bachelor of science degree; third, a course considered the best preparation for a business career; and fourth, a course including manual training whereby a preparation is made for the mechanic arts and professions. Given a good superintendent, the curriculum becomes a pleasure and not a problem. He can map out an up-to-date course. An imperative demand is, however, that in any course the pupil be not given too many studies at once. The most pitiable sight on a street car in any of the larger cities of the South is to see a child some 10 or 12 years old loaded down with a book for each year of its life. It is forced to study a portion of each one of those books for a succeeding day's recitation. Children's curricula should be so arranged that they would not be compelled or required to have more than one or two studies to prepare at night. The school room is the place for preparation and instruction. Curricula should also be substantial. That is, they should not be clogged with matters or studies which do not make for the solid foundation upon which to build a future cultured mind. Fad and fancy should be omitted.

There should be a concerted effort on the part of the superintendent and faculty of the Southern schools to advance their curricula, and especially their high school courses to that point where the average graduate from such high school course will be able to stand the entrance examination for admission to the colleges and universities of the land. At present this is not a fact, except in a few cities, and in some cities there seems to be a religious horror of such a state in educational progress.

Inasmuch as the South is gradually approaching that point in her economic status where the agricultural is giving way to the manufacturing phase, the necessity for manual training schools to prepare Southern children for the walks in life attendant upon such conditions is patent. School officers in the South have been asking for manual training schools for the last ten or fifteen years, but the sense of the community has not yet been awakened to the necessity for their presence, and I doubt very seriously that this sense will be awakened until population becomes denser, wealth greater, and pecuniary loss stares them in the face. It is a difficult thing for men to take time by the forelock, and none the less difficult is it for a community. Experience is a good teacher everybody knows, but everybody thinks that experience is a good teacher for everybody else.

One word, about the course which is supposed to prepare a man for a business career. It might seem that in separating the two courses, I have followed the popular misconception that the business man need not be educated like the professional man. This is a grave mistake. The most successful business men in the world have been those who are educated men, and the world has progressed so far on this point, that in some of the Eastern reports it has been decided that a college education is a necessity for which an infant's estate or his guardian or parent is liable upon a contract therefor, and the law is simply a concrete embodiment of the entire opinion of the community.

THE NEGRO.—I doubt very seriously if any set of men in the world could have dealt so valiantly and successfully with negro education as has been done in the South. When the social and economic condition of the negro in the South is taken into consideration, and when it is further remembered that at the close of the war, the white man in the South was heart-broken and peculiarly paralyzed, and when it seemed that adversity had settled down upon him never again to be lifted, and when in the face of all this there was lodged upon

him the charge of the black man, the slave labor which he owned and which was his economic curse, to be taken care of and lifted from ignorance and superstition and sloth, when all these things have been taken into consideration, the progress that the South has made with the negro problem as to education is simply a marvel. It must be remembered that the best way to solve the negro problem in the South is to let the South alone, and if there are any suggestions to be offered to it, let them be offered in loving kindness.

The burden of taxation in the South is borne almost wholly by the white man, and part of the proceeds of this taxation is given up to the education of the black man, and this must be remembered. If there is any part of the school population in the South for whom there should be manual training, more than the higher branches of learning, it is the colored pupil, and if he will turn his attention to the learning of the mechanic and agricultural arts, he will be more content than if he apply himself to the acquisition of an education, which necessarily, notwithstanding all the moral denial of the question, makes him forever discontented with his lot. Intensive education can never break the biologic, moral and social barriers which limit his position in this country's economy. In the vast majority of cases the time, energy, and money expended fall short of the object to be attained, namely, the improvement of the race. His salvation lies in the highest form of education, and that is preparation for that business by which he is to make his living. His best fields are agriculture and the mechanic trades. This is nearer the solution than Latin, Greek, mathematics and philosophical vagaries.

There is no point of view from which progress in education in the South has not been made, and there are no words of praise nor any statement to be made to actually picture the moral strength and worth which have carried on this intrepid conduct. The concrete results shown in the statistical reports all over the South are more eloquent than any well-rounded phrases or periods which can be gathered together in a paper of this description. The other sections of the country would do well to study closely and sincerely what the South has done for the black man, so far as his education is concerned, before making unwarranted or useless criticism upon it.

I do not claim for this paper elaboration or analysis. I have simply written out with prentice hand suggestions concerning some of those needs in the Southern schools which I consider vital, and from the discussion of which by the master hands in educational matters much can be learned.

The outlook for the coming years is bright and promising. The common school systems of the South as well as the other portions of the country meet approximately the demand for the every-day pursuits in which most men spend their lives. Normal schools are growing from which we shall get trained teachers; the old-time curricula are giving way to the new; trained and skilled specialists will appear in each department; the standing of the colleges of the country is becoming higher each year, and as the standard of those institutions is raised, so will be the standard of the common and the high school.

It has been said that no soldier is more intrepid or braver than the American soldier. I attribute this to the form of government of this country, and the lessons of obedience, morality and patriotism which are instilled in his youthful mind in his school days, and these lessons are the crowning glory of the common school system of the United States.

Dr. W. A. Hunt read a paper on "The Relation of Board and Teachers."

The Relation of Board and Teacher.

BY DR. W. A. HUNT, NORTHFIELD, MINN.

The primary aim of the public school system is to train and educate the youth of the nation toward the highest morality and the best citizenship. Education alone carries with it no certain guarantee of future usefulness, but when coupled with good morals and good sense is the most efficient agency the state can use for the promotion of the common good. The accomplishment of this end by these agencies not only insures the future welfare of the state by an increase in the intelligent and moral forces, but at the same time tends to reduce crime and all those conditions which lead to deterioration and decay. So that free education, described by Bishop Spalding as "a peoples deliberate effort to form a nobler race of men," becomes largely a matter of self-protection and self-preservation to the state, as well as an agency for the general elevation of mankind. On these grounds, the state has assumed the duty and claimed the right to educate its youth, to train them into usefulness and upright citizens, and on these grounds, the great expense and care which the public school system requires to maintain it are fully justified.

Authority to supervise and means to provide for this most important undertaking are entrusted by the people to Boards of Education. Few offices in the gift of the people carry with them such responsibilities or such possibilities for great good. "To them are entrusted

the duty of directing public education along the most approved and progressive lines and what is of no less moment, the performance of this task in such a manner that the interests of the public may be judiciously and faithfully observed. On the one hand, these Boards are held to account for the state or public education in their respective localities; on the other, they are responsible to the people for the wise and efficient employment of vast sums. It is in their power to make or unmake the public school. They may blight it by a niggardly, bigoted or unwise policy, or they may by a broad and liberal policy raise it to a high degree of efficiency and place it in a position to do incalculable good." It is of prime importance, therefore, to secure for these positions only capable and intelligent men and women, who are willing at times, if need be, to sacrifice their own interests for the advancement of such an end. From the best citizenship only of a community should be chosen those who are to manage and supervise a school system. Being responsible to the district for the character of the work done and the results accomplished in the school, as well as for the wise expenditure of the school fund, each member of a School Board is in duty bound to have general oversight of everything pertaining to the school. The responsibility placed upon him does not, however, require that he should be a professional architect or builder, should a new school building be needed. But it does expect that in transferring this work to the practical builder the School Board member shall be competent to pass intelligent judgment upon and procure for the district healthful and pleasantly located grounds, a building adequately planned and adapted to its particular needs, with equipment and furnishings appropriate to those needs, and with satisfactory hygienic and sanitary arrangements. Nor does the authority given him by the people contemplate his acting as engineer or janitor of the building, but expects him to transmit to competent and trustworthy employees the care and protection of the building and school property. Nor, again, is it expected that a school director shall be a professional educator or possess such a knowledge of educational subjects and methods as to enable him to conduct personally the school work proper, but it is presumed that he will delegate these duties to those especially fitted and trained for such work. Thus the field of work of the School Board is mainly one of legislation with a corps of skilled laborers to execute and carry out the general wishes and ideas of the supervising Board. To be able to pass intelligent judgment on the efficiency of and the results accomplished by the various employees of the Board demands much study, thought, and time. Especially does this apply to the professional or educational lines of work, in which the average School Board member is less informed.

The attitude of the School Board when considered in relation to the teaching force is of the greatest consequence to the welfare of the school. The superintendent chosen to manage and direct the local school system should be selected with the greatest care. His duties and privileges and his relation to the Board and fellow teachers should be clearly defined and well understood. How much liberty he is to enjoy in carrying out his preferred plans and methods of developing and perfecting the school system, is a matter for the Board to decide. Of late, it has been advocated by many prominent educators that the selection and dismissal of teachers, the choice of text books and courses of instruction and similar duties should devolve entirely upon the superintendent, the Board withdrawing fully from any participation in these duties; that the superintendent, being wholly responsible to the Board for results, should have the right to surround himself with only such assistants as would in his judgment best and most helpfully co-operate with him in securing desired results; that he have the power to use such means and introduce or continue such methods as will best tend to the same end; that perfect freedom and power to develop and execute the school work should be fully transferred to him; that his opinion and choice on all matters concerning the school work should prevail and be final. The Board has the legal right thus to transfer to the superintendent all these particular duties, but whether its relation to the people and to the tax payers as well as to the child whose interests are mainly in question, will warrant the shifting of responsibility so fully must be decided by each Board. The conditions may be so varied and the points of view so numerous that each Board is justified by law and reason in deciding for itself how much liberty it shall give to the superintendent. With a thoroughly competent superintendent a Board can safely and for the best interests of the school give him full power as regards selection and dismissal of teachers, choice of text books, courses of study and all other school work, but in giving him this large liberty the Board should always fix conditions under which such authority is to be exercised and should also retain the power within itself to withdraw or modify the conditions at any time. Like School Boards, but perhaps less so, all superintendents are not "magnificently capacitated for their high calling." A board should not fully abdicate its power to a superintendent found deficient in certain qualifications and await bad results or failure before intervening. The

general policy of the board, based as it is on local needs and conditions, and often limited by the funds at its disposal must at times negative the well-meant and ambitions desires of the superintendent, even though they may be right in general theory. So that, however superior the qualifications of the superintendent, or however inferior the qualifications of the board, it is undoubtedly best that in every phase of school board duty, the veto power should, whether used or not, remain with the board. This removes the sting from the "one man power," and prevents the board being placed in the position of simply a "committee to register the will of an educational dictator." It allows the board, if it wishes, to give without reserve into the hands of its educational expert the full details of the school work or to step in, should occasion demand, and curtail and modify the authority formerly delegated, or it allows the board to reserve and share with the superintendent some of the responsibilities.

As to choice of teachers the selection should devolve primarily upon the superintendent. He is best fitted by training and experience to know the qualification of the efficient and capable teacher. He is responsible to the board for the success of the schools and should be allowed the right so far as possible to choose his subordinates. "He has more at stake than any member of the school board. To him success is a vital matter; it means success or failure in his life work, while to the member of the board, however public spirited, the schools are but an incidental interest." A superintendent's powers should at least be co-extensive with his responsibilities. No board can fairly hold to strict account for bad results or failure a superintendent upon whom it has thrust incompetent and refractory teachers or whom it has denied sufficient facilities to conduct the school work to his own satisfaction. In the first case more freedom should be given the superintendent in choosing his assistants, or in that much the board should shoulder the responsibility; in the second the blame, if any falls on the board, or possibly upon the district, for not providing funds sufficient to meet the requirements. Should the superintendent be plainly wrong or show conscious or unconscious favoritism in choice of a teacher, the board can use its ultimate authority to correct and overrule such recommendation. To follow this course and allow the superintendent to nominate the teachers would benefit many a school by eliminating the use of the teaching force as a political payment or perquisite.

As to text books used, the superintendent's choice should prevail, as to courses of study the superintendent should act as adviser of the board. It is one of the duties of a school board to decide what shall be taught in the school. Whether a high school shall provide a course preparatory to college or university; whether it shall furnish a business course; whether its curricula shall cover one, two or four years and what shall comprise them; all these questions and others must ultimately be decided by the board, not by the superintendent. It is his province to advise the board as to the desirability of such courses or changes in them and to say how the work shall be done in these lines and what methods shall be used by the teachers.

"A good superintendent cannot make a good school. The securing of good teachers is the vital part of the whole matter." Above and beyond all material forces of school government and administration, efficiency and progress depend in greatest measure upon the teacher. A good teacher is truly said to be *the school*. Whatever may be the environment provided by the board for the pupil the chief factor in moulding character and preparing for future usefulness and good, is the capable, conscientious teacher, whose personal qualities, character, education and professional skill are of the best.

It being for the best interests of the school to secure and retain good teachers, the salaries offered should be the highest possible, consistent with a wise economy of public funds. "The board that gets cheap teachers because they are cheap will always be the guardian of poor schools." The board that supplies its teaching force largely from home sources, unless conscientiously careful to eliminate all influences which might tend toward the selection of a weak teacher, such as friendship, political influences, charitable motives and the like, is more liable to lower the efficiency of the school than the board which gets the *best only*, from whatever source, home talent, of course, not barred.

New and better methods of instruction are yearly being presented, requiring increased demands upon the time and purse of the progressive teacher who endeavors to keep in touch with the latest and best. The expense necessary in attending teachers' conventions, visiting other schools, subscribing for educational journals and books, adds much to a teachers value to a district, and it is a simple matter of justice to the teacher that the compensation should at times be readjusted to render recognition of increased worth and efficiency. Such appreciation and encouragement will tend to retain the best and so the continuity of the school work can be maintained and made more productive by infrequent changes in the teaching force. Good teachers will naturally command the best salaries, and smaller cities are often unable to meet the salaries paid by the larger, thus losing frequently their best teachers. This, of



W. S. ELLIS, ESQ.,
President Department School Administration,
Anderson, Ind.

course, is the teacher's merited good fortune and no board unable to offer equal inducement should stand in the way of the teachers' betterment. Even if under contract, it is often better to release the fortunate teacher, provided the position can be filled satisfactorily. Release, however, should rarely be asked or granted during the continuation of the school year. As to contracts, it is said that they are often broken by teachers than by school boards. The remedy in either case, is the observance of ordinary business principles by both parties with a willingness to appreciate the position each side is placed in and a disposition to be fair and obliging. A teacher under contract should secure release before engaging elsewhere, and no board should knowingly engage or tempt a teacher by better offers who is already under contract with another board, but should confer for her release with the board under which she is serving. It is a right of a teacher and, in fact, a duty she owes to herself to seek and secure positions of greater usefulness and offering better compensation or more congenial labor, and few boards will oppose such advancement if release is asked in time to allow replacing without material injury to the school.

The tenure of office of the teacher should depend on the quality of work done and her harmonious working with the superintendent. A good teacher should receive occasional assurances of appreciation that will lead her to know that her position is not in jeopardy as long as the character of her work remains satisfactory. Dismissals should only be for good causes and, under certain circumstances, only after opportunity is given for improvement or defense. It should be done with as little publicity as possible, for the good of both parties. A fair and impartial hearing should be accorded the teacher and the decision should be based upon the best interests of the school.

The relation of the board to the teachers' school work touches only at points most frequently brought to the board's attention by the superintendent and consists in providing facilities for the daily work. A good teacher may be able to do good work without liberal equipment of school supplies, but it is poor economy to expect or pay teachers to work with inferior or inadequate tools. A teacher should not be overworked. The number of classes and size of the classes should be kept down to a point insuring efficiency of personal work with each pupil. The tendency to reduce the average number of pupils assigned to a teacher is a good one and will enable the teacher to do better individual work.

It has been said that "teachers should receive the warmest support of the school board and feel that the board is ready to sustain them in every honest endeavor to improve the schools," that "the board should be first to recognize and reward successful effort and last to criticize." These are but due courtesies which a board should at all times extend to the teacher. The obligation of the board to the teacher does not end when the contracts are signed. The meritorious teacher is entitled to more recognition and approval of good work done than is indicated in her regular pay-day check. A teacher should have and know that she has the moral support of the board. Frequent visiting of the school-room by the member will be a mutual help. One man working for another will always do better work if he knows his labor is to be frequently inspected. If he is a conscientious worker he will be glad to know that honest and faithful labor will not go unnoticed by the employer. If he is a shirk or negligent the knowledge that his work is to be inspected and measured up will be an incentive to better and more careful effort. Lack of inspection and holding to strict account of the employed in public affairs is the cause of much waste of public funds. Close school inspection, too, by the board will prove both a matter of justice and encouragement to the good superintendent or teacher and a spur to the negligent, and so is a means of improvement in school work. How can the board support or criticize intelligently without personal familiarity with the

workings of the school which can only come from frequent visitations and a careful study of conditions?

The progressive teacher is always quick to adopt better ways and methods. The good superintendent frequently has new ideas to adopt. The board should value this spirit of progress in them and if asked to endorse some desirable innovation should fully inform itself about it before refusing aid and should not fail to support it if practicable. Many a successful and faithful superintendent and teacher has lost favor with the board and even jeopardized his position by too ardently advocating some needed reform or advanced method which the board has failed carefully to investigate and see the advantage of. On the other hand the financial limitations of the district often prevent the adoption of desirable innovations and a wise superintendent or teacher will postpone urging the needed outlay.

There is a unity of purpose in the duties of board, superintendent and teachers; the end sought is the same. The people provide definite funds and delegate authority to the school board to establish a uniform system of schools for the betterment of future citizenship. The board invests part of the funds in providing and equipping school buildings, the remaining part secures the teaching force. To the superintendent is assigned the care and management of the local educational system in its entirety, to the teacher the final, personal duties of moral and intellectual development of the child. The board, superintendent and teacher are but servants of the people to bring about the one result. The superintendent fits in as a co-ordinating force between the board and the teacher. He is an adviser and often a leader to the board and a guide and leader to the teacher. When harmony and full co-operation exist among these three under the skillful guidance of the superintendent the best results can be returned to the people of the board. When board, superintendent and teachers work industriously, honestly and intelligently together for the character building and intellectual development of the pupil and frankly and fully confer with each other as to the best means and measures, each will recognize the others rights and respect them and a successful school will be the result.

The Hon. W. S. Ellis, of Anderson, Ind., challenged the argument that teachers should be trained in school hygiene; also the argument that teachers should be normal school graduates. Quality and fitness alone should determine the appointment of teachers. He named several great educators who were not professionally trained. Mr. Ellis then read a paper on "School Board Organization."

School Board Organization.

BY W. S. ELLIS, ESQ., OF ANDERSON, IND.

The subject of this paper is somewhat indefinite in its nature, and as the limitations of the discussion are not suggested, I take it I am at liberty to say what I choose, looking at the school board as I shall briefly, from an educational and business view.

It is now generally admitted that the school has made more progress from mere Empiricism to real scientific principles in the method of its work, than has the state, the family or the church. School work has made such advance that we do not now, as formerly, look to see which of many evils needs attention most but rather where we can find a defect to be remedied. The professional preparation of teachers and the active work in the school room has been brought to an advanced stage, and one of the duties now is to make all the factors in school work equally as efficient. One of these factors is the school board. If you were to ask what part of the machinery of our schools of today is weakest, I should unhesitatingly answer, the school board. The work of school boards has not kept pace with other lines of work, and this is due, perhaps, to some extent at least, to their *organization*, including in that term their creation under the law controlling them. Of course, if we had ideal men on boards little or nothing need be said about organization, but unfortunately we are not always so blessed. A word by way of digression as to the question of fitness. A school board should be a help and not a hindrance in the legitimate work of schools, and that school board whose members are chosen from any other consideration than fitness for the place will retard as much as help the progress of the schools. The school board needs men who are not merely prominent in a business or professional way, but who have above all else a correct conception of the objects and needs of primary education. It is axiomatic that he who has not a clear idea of what is to be done will not use the most intelligence in the selection of means to accomplish it. The first step to be taken in giving a town or city good schools is in a wise selection of the school board. I mention this fact for the reason that sooner or later we shall all have an opportunity of showing our judgment in the selection of our successors.

The school board should be not merely a passive ad-

joined to the school, but an active, working force, doing something more than mere formal routine work of passing on what is brought to its attention.

In order that a school board may be a good working body, and do what it is created for, I think it is necessary:

1. That the members be appointed and not elected. If they are elected it places the position on a level politically with other offices and brings it directly into politics. Politics is an evil in school work and, like all others, it tends to generalize itself; and whenever and wherever political or foreign influence dominates the election of school boards, such influence is carried into the schools immediately to their irreparable injury. In perhaps two-thirds of our American cities the election of members of school board is determined by political or some other influence which has not in view the highest good of the school. In many places the position is handed out from the political pie counter as a means of preserving the equilibrium of political conditions, and in many instances at the dictation of the ward heeler. In American government the state is dominated by politics, and as the school is a creature of the state, it is difficult at best to keep the school free from political control. Politics is a stranger to modesty, and tries to control everything, and sometimes almost succeeds. Its presence is nowhere so baleful as in the schools, as its purposes are totally adverse. I am not decrying politics, but trying to make the point that the school is one of the great institutions of society, with its own inherent law by which it is to be controlled, and that law is not the law of politics. I know of great educational institutions—universities and colleges—that are owned, operated and controlled by the political boss. When I use the word "great" I mean great in possibilities. America can never lay claim to first rank in educational work until she removes the last vestige of the work of the politician from her schools in their control and management. There are many reasons in favor of the appointment of members of boards which will suggest themselves and need not be here stated.

2. The number of members should be small. I understand that in various cities of our country the number of members is 25 and even greater. I think the number should not be less than three nor more than five. A school system should be managed on business principles, and three men can do the work better than twenty, as the former number can meet and talk about school matters in an informal way and accomplish results much easier than an unwieldy body. The ideas of a few control even in a large body, and if so, others are useless and even in the way.

3. Each member of the board should represent the entire corporation and not merely one ward. Ward representation is in my judgment the worst feature found in school boards of today. Under this system is afforded a better field for political interference. The members of the board do not feel the full force of public sentiment on questions that arise. There is a greater opportunity to dodge and shirk responsibility as the members from one ward can shift blame to some one else. This system invites a rivalry among members in the way of securing places for or dispensing favor to their respective wards.

4. There should be a uniform system throughout the state. Emerson has said, "There is the best way of doing everything, even to the boiling of an egg." There is but one best way, and the entire state is entitled to its benefits. I take it that the argument in favor of uniformity in all matters of administration throughout the state, and if it were possible throughout the United States, is so patent that it need not be mentioned in this paper.

It is needless to say that in my own state of Indiana, we do not always have the best possible men on school boards, and yet we think our system is most favorable to the selection of competent men and for the highest sort of work by the boards. We have the four conditions I have discussed, viz., the appointive system, small boards, entire representation, and uniformity throughout the state. Our statute is as follows:—Sec. 4439, R. S. 1881—The common council of each city and the board of trustees of each incorporated town of this state shall, at their first regular meeting in the month of June, elect three school trustees, who shall hold their office one, two and three years respectively, and annually thereafter, shall elect one school trustee, who shall hold his office for three years. Said trustees shall constitute the school board of the city or town. This followed by a provision for giving bond, organization of board, filling vacancies and compensation for services. The following sections provide in substance that these boards shall receive and pay out all special school and tuition revenues apportioned to their respective corporations, keeping separate accounts for each fund, and for filing with the county auditor complete reports on same at stated times; that such board shall have charge of educational affairs generally, with power to build and equip school houses, levy taxes, provide courses of study, select teachers and superintendents, and so on. Some of the beneficial results of this system, and of which we are modestly proud in our state, are:

1. It has in a degree removed the school from political control.

It has resulted in the employment of teachers on the basis of professional qualifications, independent of politics, religion or friendship.

3. It has thereby led to a higher standard of professional qualification among teachers and filled our state normal school and other like institutions to overflowing.

4. It gives us a more economic school administration, as well as a more judicious expenditure of school revenue.

5. Above all, it has resulted in a fine school spirit among the people, which is the best safeguard against ill-advised action by the boards.

Let me give you one concrete illustration. A few weeks ago a political conspiracy was hatched in one of the leading cities of my state against the superintendent of schools. He was removed and instantly public opinion was aroused, indignation was expressed on every hand, regardless of party, and public sentiment compelled that board to re-employ the man dismissed. This is, in the briefest possible statement, my conception of the conditions and the organization of the school board that will make it a potent factor in bringing about the highest sort of school work. I know of no other system under which the school can to such an extent bring to its aid that most helpful influence, intelligent public sentiment, and by which the school shall work out its highest destiny.

The chair at this time appointed a nominating committee, consisting of Messrs. Israel H. Peres, of Memphis, Tenn.; Jas. A. Foshay, of Los Angeles, Cal.; C. H. Parsons, of Des Moines, Ia.

Mr. Francis L. Coolidge, of Boston, opened the discussion by dwelling upon some of the duties of school boards in larger cities. He held that he did not agree with the argument that school board members should be college graduates. He did not believe in district representation on school boards. He scored the school board member who claimed for himself the right to appoint teachers. He pointed to a condition in Boston where the superintendent's position is imperilled because he would not yield to unscrupulous members. If the political boss can direct the appointments, and if the member of a school board is to be the mere agent of such an influence, the lowest ebb of school administration has been reached. The superintendent should recommend—the board should confirm.

Mr. S. F. Venable, of Ashville, N. C., continued the discussion in a paper which will appear in our next number.

The chair then called up the report of the nominating committee, which was as follows:

President—Hon. W. S. Ellis, Anderson, Ind.
First Vice-President—Israel H. Peres, Memphis, Tenn.

Second Vice-President—John Ogren, Charleston, S. C.

Third Vice-President—Dr. W. A. Hunt, Northfield, Minn.

Fourth Vice-President—Graham H. Harris, Chicago, Ill.

Fifth Vice-President—Judge R. L. Yeager, Kansas City, Mo.

Secretary—Wm. Geo. Bruce, Milwaukee, Wis.

Executive Committee—Francis L. Coolidge, Boston; C. H. Parsons, Des Moines, Ia.; J. M. Brown, Northfield, Minn.; S. F. Venable, Ashville, N. C.; E. E. Barthell, Esq., Nashville, Tenn.

The report was adopted unanimously.

Hon. W. S. Ellis, the newly elected president, was then introduced. After thanking the department for the honor conferred upon him, he spoke of the usefulness of national gatherings of school board members, promising at the same time his best endeavors for the continued growth of this movement.

Among those present were: Francis L. Coolidge, Boston; S. F. Venable, Ashville, N. C.; Dr. W. A. Hunt, J. M. Brown, Northfield, Minn.; J. A. Rightsell, Little Rock, Ark.; J. A. Alexander, Waco, Tex.; Wm. Geo. Bruce, Milwaukee, Wis.; Archibald Belcher, Leadville, Colo.; C. H. Parsons, Des Moines, Ia.; Israel H. Peres, Esq., Memphis, Tenn.; John Ogren, Wm. E. Milligan, Theo. A. Wilbur, G. Lamb

Burst, W. K. Tate, Charleston; J. D. Eggleston, Ashville, N. C.; D. Q. Abbott, Macon, Ga.; M. M. Ross, Nashville, Tenn.; Otis Ashmore, Savannah; H. Brewster Willis, Brunswick, N. J.; Jas. A. Foshay, Los Angeles, Cal.; Washington Dessau, Macon, Ga.; R. F. P. Leaphait, Columbia, S. C.; P. T. Hayne, Greenville, S. C.; H. T. J. Ludwig, Mt. Pleasant, N. C.; Mary T. Mason, Wm. Bergen, Dr. W. H. Ziegler, Philadelphia, Pa.; H. E. Ravenel, Spartanburg, S. C., and many others.

The chair then, in the name of the department, extended thanks to the citizens of Charleston for their generous spirit and the hospitality extended. He also extended thanks to the retiring officers, and declared the meeting adjourned sine die.

The Educational Exhibits.

The regular exhibit of publishers and school supply dealers was located at the Hibernian Hall on meeting street, the main thoroughfare, a few blocks from the N. E. A. headquarters, Charleston Hotel. A few of the publishers were located at the hotel above named.

The exhibits covered the entire lower floor of the building and presented an interesting array of school room paraphernalia.

The display of D. C. Heath & Co., which covered nearly all of their leading books, was in charge of Mr. H. C. Foss of the New York office. Mr. Foss bore up cheerfully under the oppressive heat, had a kind word for everybody and was constantly busy showing and explaining the good things published by his firm.

Ginn & Company's exhibit was in charge of W. E. Ginn, of Atlanta, Ga. He had a large stock of books and managed to keep it surrounded by school people who wanted to see and learn. Mr. Ginn is a nephew of Edwin C. Ginn, who is at the head of this great firm.

The Macmillan & Co. exhibit of school and college text books was large and interesting. Mr. L. H. Putney, of Atlanta, Ga., was in charge. He is the Southern agent for the company, a bright and active man who works industriously and works well.

Silver, Burdett & Co. were represented by B. S. Warner, of New York City. The exhibit covered a prominent corner near the entrance and was well stocked with the firm's best books, including their most recent productions.

The Maynard, Merrill & Co. exhibit was an attractive one. The firm's large list of books were in evidence. Mr. Edwin C. Merrill was on hand a part of the time to answer questions regarding the firm's productions. He was obliged to return to New York before the middle of the week, however, and left the exhibit in charge of Mr. Woodruff of New York.

Williams & Rogers, of Rochester, New York, presented a good display of their commercial text books, blanks, etc. Mr. C. W. D. Coffin, a giant in physical proportion, and a genial entertainer, was in charge.

Rand-McNally & Co. had a large exhibit. Not only were the firm's list of text-books neatly displayed on long tables, but their globes and maps were conspicuously in evidence. Mr. J. A. Hornberger, that large body of geniality and good will, looked after the educational department. He was assisted by Mrs. Hornberger. The map and globe department was in charge of L. C. Evarts, of New York. He was kept more than busy answering the many inquiries regarding his attractive display and acquitted himself in an able and business-like manner.

Butler, Sheldon & Co. were in evidence in the shape of a fine display of school and college text books. Mr. George M. Sayre was in immediate charge. Mr. Alexander Forbes, the western manager at Chicago was frequently seen about

(Continued on page 16.)

School Board Journal

THE AMERICAN School Board Journal

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THE CHARLESTON MEETING.

The Charleston meeting of the National Educational Association was a complete failure in point of attendance. Less than 2,000 members were enrolled. The North attended sparingly, the South remained at home altogether.

The spirit of altruism which prompted the executive committee to locate the meeting in the South during the summer months will cost the association dearly. The attendance was smaller than it has been in any one previous meeting for twenty years. Nor did the meeting spread its beneficent influences, so much needed in the South, to the extent anticipated. The South did not avail itself of the splendid opportunity. Here is the real disappointment.

The temperature in Charleston was bearable. In fact, it was more agreeable than was the temperature in the North early in July. The private homes, where the greater number of guests were lodged, were airy and comfortable. Everybody was provided for and there was plenty of room for more. The heat was more imaginary than real.

Those who visited Charleston were amply repaid for any inconvenience they may have suffered either through the wretched hotel accommodations or the temperature. The sights and scenes in Charleston are indeed unique. It offers more in point of historic interest than do cities like New Orleans, St. Augustine, or Pensacola.

The extreme hot weather in the North early in July, no doubt, was the principal cause for the light attendance from the states that usually furnish the largest number of members. Yet, while it was thought that these states would send a reduced number, it was expected that the South would be well represented. But it remains a fact that the attendance from South Carolina was smaller than that of Ohio. The Virginians sent a smaller delegation than did Wisconsin. The states of Florida, Alabama, Louisiana, Tennessee and Mississippi were represented by a smaller contingent than was the state of Illinois alone.

While many notable school men were conspicuous for their absence, a good number of the pillars of the association were present. The warm atmosphere, together with the unsatisfactory attendance, no doubt ruffled both their temper and temperature. Aaron Gove stalked about like a heavy tragedian; Irwin Shepard was grim and uncommunicative; Charles R. Skinner used

his palm fan with impatient rapidity; Dr. Nicholas Murray Butler looked a trifle wiser than ever; President Corson's jokes lacked in point and old-time richness; Col. Parker lacked ferociousness; A. S. Downing was subdued in manner; Dr. E. E. White was less resourceful; A. G. Lane looked thoughtful; C. G. Pearse reserved and vexed.

The bidders for the next year's meeting were the cities of Cincinnati, Detroit and Tacoma. Supt. Bingham, of the latter city, however, admitted finally that he does not expect the meeting until 1902. Cincinnati was most active and went at its work in a systematic way. The fact that Ohio was represented by 500 members, thus being the banner state, and that an Ohioan was at the head of the association, gave the movement considerable impetus. Conservative men favored Detroit, however. The board of directors departed from its usual custom and refused to vote on the choice of a city. It referred the whole matter to the executive committee for action.

The new president of the association is Prof. J. M. Green, of New Jersey. Supt. L. C. Greenlee, of Denver, Colo., was chosen treasurer, to succeed C. G. Pearse, of Omaha. It was said that Aaron Gove and I. C. McNeill had urged the removal of Mr. Pearse. The report of the nominating committee recommended, however, that the office of treasurer be changed annually. It was held that since a salaried secretary had been employed by the association, the duties of the treasurer were only nominal. Hence the treasurership was largely an honorary office which should go around. Mr. Pearse made an efficient treasurer and opposition to him is disclaimed.

The program was quite up to the average. The convention hall was ideal in its appointments. The department meetings were well located.

The educational exhibits were placed in a commodious hall a few squares from the executive committee headquarters. The exhibitors were fairly large in numbers and the display of books and school supplies was in every respect creditable. One feature, however, proved a trial to the exhibitors. It was the petty thievery of the Charleston riff-raff, which constantly crowded into the exhibit rooms. In no other city had the exhibitors ever met with a similar experience. Books, lead pencils, writing pads, etc., were pilfered continuously and on all sides. The exhibit of the Dixon Crucible Co. was practically raided, taxing to its utmost the patience of the big-hearted George Howard Reed, who was in charge of it. The Milton-Bradley Co.'s exhibit of kindergarten supplies suffered also, as did a number of other exhibits.

The press of Charleston did excellent work. The various meetings were well reported.

The publisher's contingency was small, yet, select, but hardly in proportion to the general attendance. They were reserved in manner and somewhat less congenial than usual. The giant Pulsifer looked a shade smaller; Mr. Plimpton observed all rules of comfort and hygiene; Dr. Sevenoak prac-

ticed the graceful use of a palm leaf fan; Dawson fell into the ocean surf and was rescued by his colleague, Hoffman; J. A. Greene looked both retired and perspired; Edward Lord slacked the usual gait of his athletic form; N. D. Cram got his sleep on the Isle of Palms and fasted; Pennypacker studied the mechanism of ice making apparatus; J. A. Hornberger cooled himself by reading "Nansen's Trip to the North Pole" at night, in order to do business in the day time; H. M. Rowe gave out some good thoughts which were generated, however, in a cooler climate; C. W. D. Coffin studied the wild waves again and again; Richard Hardy tried to find a man who had not arrived; Maj. Cheney at last got acquainted with an arm chair; Fisher and Schwatt ascertained geometrically how temperature can impede locomotion; while B. F. Johnson was apparently the only publisher who seemed entirely himself.

The Department of School Administration, despite the generally reduced attendance, enjoyed a good meeting. A goodly number of school board members and superintendents were present. The absentees from the program were readily replaced by those who took part in the discussions. The paper read by Israel H. Peres, Esq., president of the board of education of Memphis, Tenn., was an able one. Dr. W. A. Hunt, who is the president of the State Association of School Boards of Minnesota, treated the important topic, "The Relation of Board and Teachers," in a comprehensive manner. The subject of "School House Architecture" was covered by C. H. Parsons, who is a practical school house architect. These papers appear in full in this number of THE AMERICAN SCHOOL BOARD JOURNAL, and are recommended to the boards of education of the United States for careful study.

The hospitality and good cheer of the Charleston people was delightful. Visitors were met on trains and steamboats by bright young men who served as guides and conducted them to lodging places. The best homes were open and everybody was entertained handsomely. Men like H. P. Archer, W. K. Tate, W. H. Welsh—some of Charleston's most generous-hearted and public-spirited men—had charge of the local arrangements. They were not only fine types of the Southern gentleman, but true exponents of that hospitality and good fellowship which characterizes the Southern people.

N. E. A. HOTEL ROBBERIES.

Few meetings of the National Educational Association held in recent years have been entirely free from criticism as far as hotel service and other accommodations are concerned. Some irregularities must, of course, be expected. In the matter of hotel accommodations, however, no city has done worse than Charleston. Here the principal hotel, where the N. E. A. headquarters were located, and where the leading educators of the country were lodged, did just a trifle worse than has been experienced in any other city.

We have never uttered a line of criticism on any hotel used during an N. E. A. meeting, and would not do so now were it not

for the fact that human endurance was taxed beyond the ordinary. Nor are we actuated by any sectional feeling. The manager of the hostelry in question is a Northerner.

The classic columns of the Charleston Hotel, together with its massive porticos, cannot atone for a policy which means a high tariff rate at the clerk's desk and a low tariff service in the dining room. The impressive architecture only proved a seductive veneering for a hotel poor in rations and attendance, but rich in rates and vermin.

The advertised rate was \$3 and upwards. The "upwards" was the rate invariably exacted, and meant from \$5 to \$10 per day, two in a room. Few complaints even then would have been made had the service been adequate. The rooms abounded in cockroaches, bed bugs, and lice; the attendants were polite, lazy and negligent; the table was abominable. The latter may best be imagined by mentioning a few instances which occurred within the writer's knowledge.

The markets and venders on the streets presented the fine fruits and vegetables which abound in the South at this season of the year. Yet the fruit and vegetables brought to the table were limited in variety and poor in quality. In many instances the guests paid the waiters to go out and purchase the desired food to be served on the following day. This accounted for the fact that some guests were served with cantaloupe, corn on the cob, etc., and others were not. A number of cases are on record where guests waited for their meals an hour and then were not served. The explanation on the part of the waiter was that he could get no recognition in the kitchen because he had not lived in Charleston long enough. The steward recognized local talent first.

So common were the complaints that guests departed daily to seek accommodation in private homes. Before the end of the meeting the house was less than half filled.

The greedy policy on the part of the hotel management may have found its own reward. Yet it must be condemned, nevertheless. The male contingent at an N. E. A.



PROF. CHAS. A. GREATHOUSE,
Candidate for the Indiana State Superintendency.

gathering always prefers the hotel to private accommodations, and the opportunity to gratify their preference, at reasonable rates, should be offered.

The good people of Charleston who were in charge of the local arrangements are not included in this criticism. They have demonstrated themselves a liberal, hospitable people, who did everything within their power to ensure the comfort and pleasure of their guests.

The proposition resolves itself to this: When will the N. E. A. be able to remedy the oft-repeated imposition practiced by the hotels? Every year the cry goes up that the leading hotels have resorted to extortion. The interests of the association, as well as the rights of the individual members, demand a change. This, it seems to us, can readily be accomplished by exacting proper assurances in some tangible form. Let the next N. E. A. city secure the guarantee in the form of a binding contract that the advertised hotel rate will prevail. The matter is of sufficient importance to warrant the course suggested and to deserve the attention of the executive committee.

THE DOLLAR ABOVE THE CHILD.

A board of education in a medium-sized Eastern city recently sent out a report in

which it emphasized its policy of rigid economy and in a laudatory manner pointed out an enormous saving during the past year. No doubt many of the taxpayers were highly pleased and the board elated over a duty so well performed.

An investigation, however, discloses the fact that the policy of this board was so penurious as to interfere seriously with the ordinary prosecution of the school work. The school houses are devoid of many of the actual necessities in the way of supplies and equipment, teachers are underpaid, school rooms are overcrowded, etc.

Economy of this kind is rank extravagance. It is more—it is a crime against the child. Where teachers are underpaid the best talent cannot be commanded; where the necessary equipment is wanting the school room work is incomplete; where children are huddled together in crowds, effective teaching cannot be undertaken.

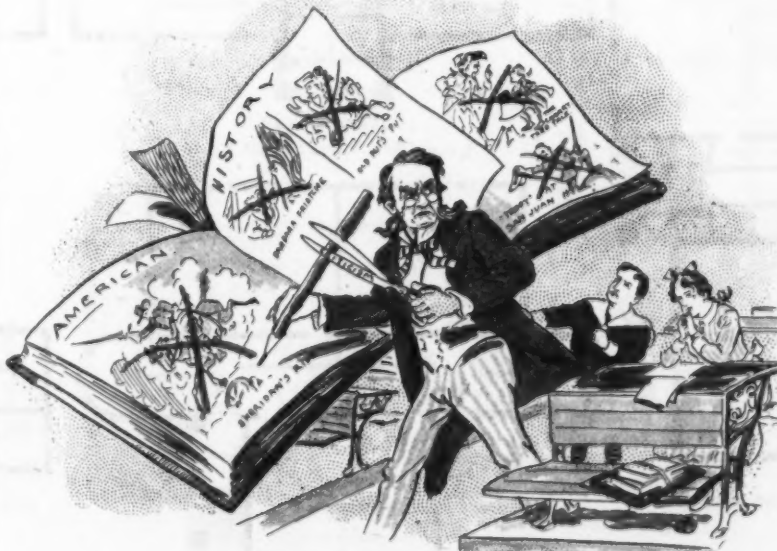
The American people as a whole never protest against adequate school taxation. Every community is capable of being led to a proper appreciation of the necessities of a school system. School boards are seldom punished by the public for the erection of a modern school building, the employment of capable teachers, or the purchase of needed supplies. The average citizen points with pride to a good school house; he feels a great satisfaction in an able teaching force.

A fearless board will go ahead whenever it is thoroughly convinced that a measure is right. The interests of the child must be borne in mind constantly. It is entitled to a modern school house, a competent teacher, the best text books and the most useful supplies. And the public will uphold the board whenever it provides an efficient school system and will never begrudge the expense.

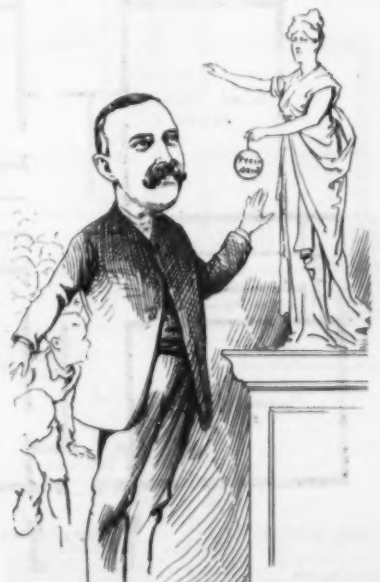
There is no sectarianism in inculcating in the pupils attending the public schools, honesty, purity, truthfulness, manliness, courage, patriotism, fidelity to principle, gentleness, kindness and such like virtues.



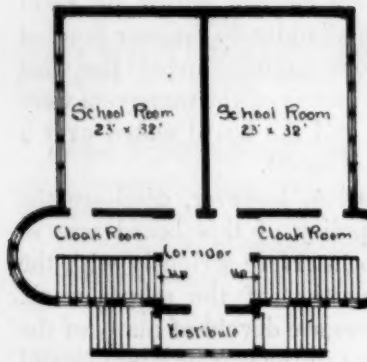
Dr. Henry Barnard, the noted educator,
died July 5th, 1900, at
Hartford, Conn.



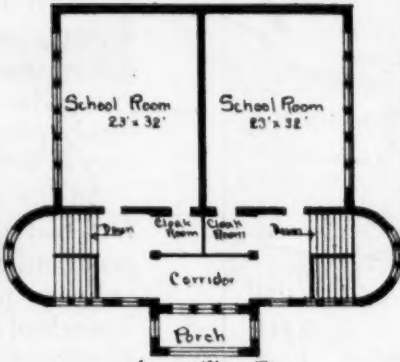
How Puck pleads for the picturesque in American
school histories.



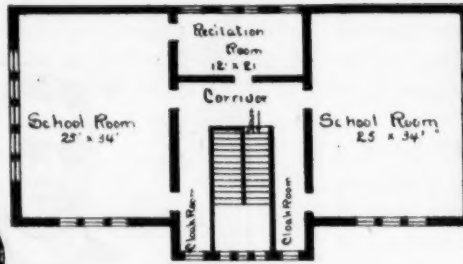
Edward F. Marshner receives the presidency
of the Detroit Board of
Education.



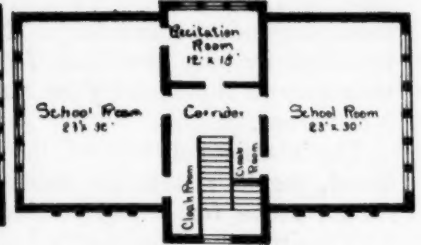
First Floor Plan
Great Bend, Kans. Ward School Building



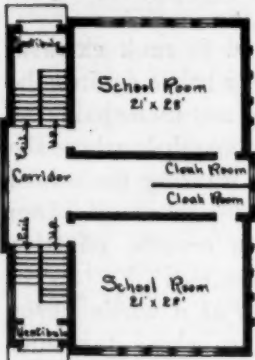
Second Floor Plan
Great Bend, Kans. Ward School Building



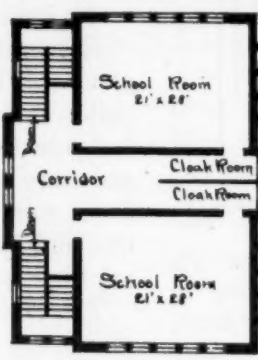
Second Floor Plan
Cotherville, Ia. School Building



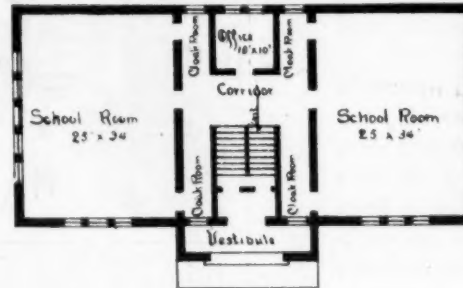
Second Floor Plan
Harlan, Ia. School Building



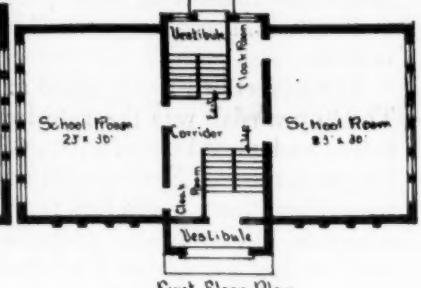
First Floor Plan
Elmore, Minn. School Building



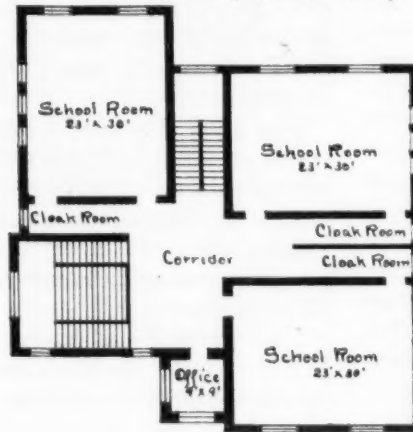
Second Floor Plan
Elmore, Minn. School Building



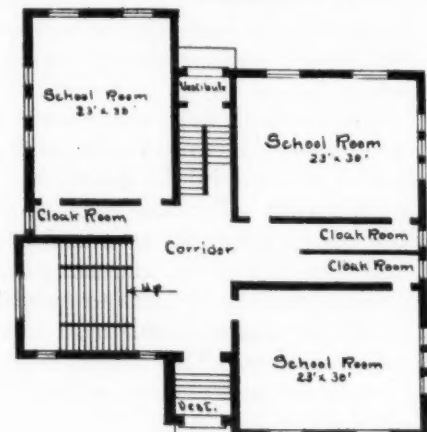
First Floor Plan
Cotherville, Ia. School Building



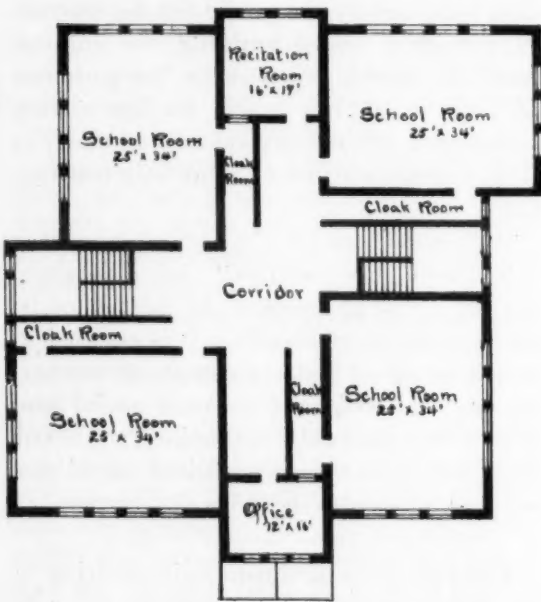
First Floor Plan
Harlan, Ia. School Building



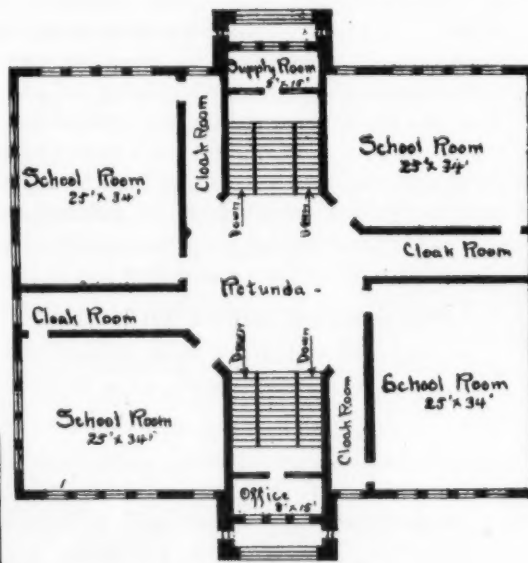
Second Floor Plan
Wolton, Kans. School Building



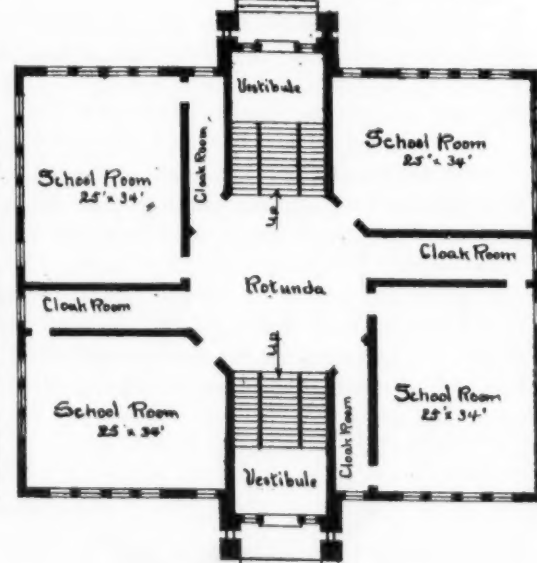
First Floor Plan
Wolton, Kans. School Building



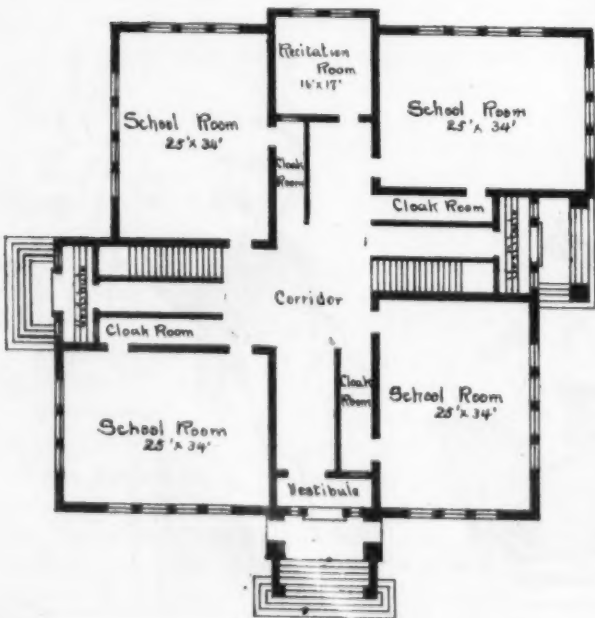
Second Floor Plan
Clay Center, Kans. School Building



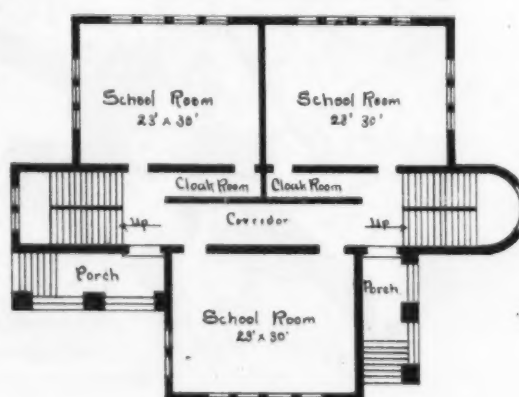
Second Floor Plan
Lincoln, Neb. Ward School Building



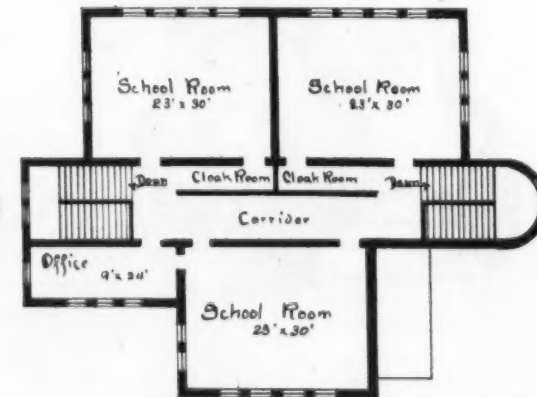
First Floor Plan
Lincoln, Neb. Ward School Building



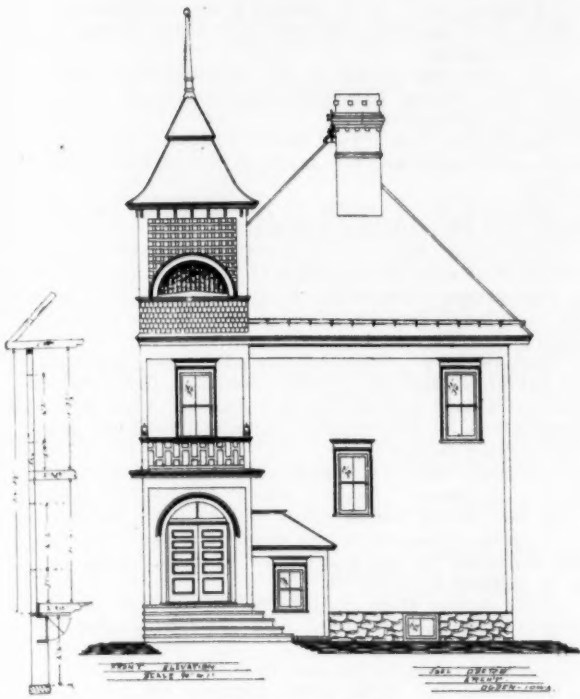
First Floor Plan
Clay Center, Kans. School Building



First Floor Plan
Nickerson, Kans. School Building



Second Floor Plan
Nickerson, Kans. School Building



FRONT ELEVATION.

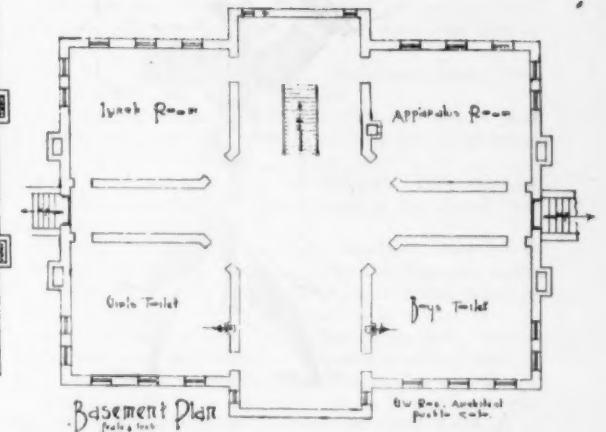
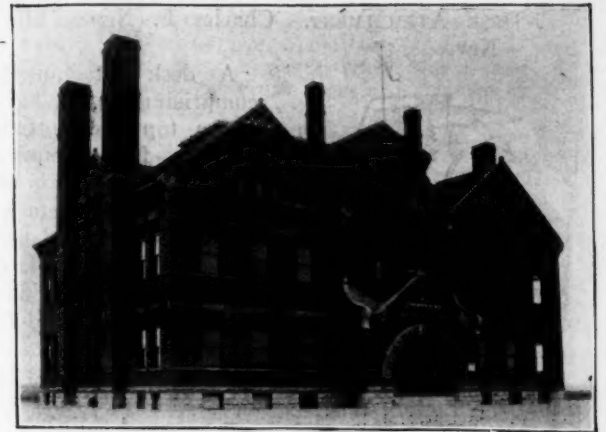
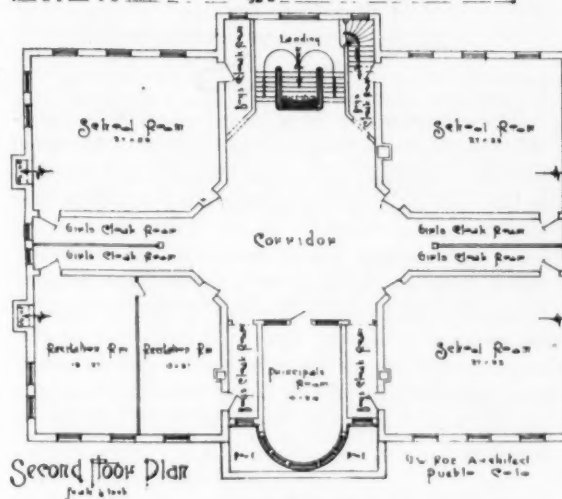
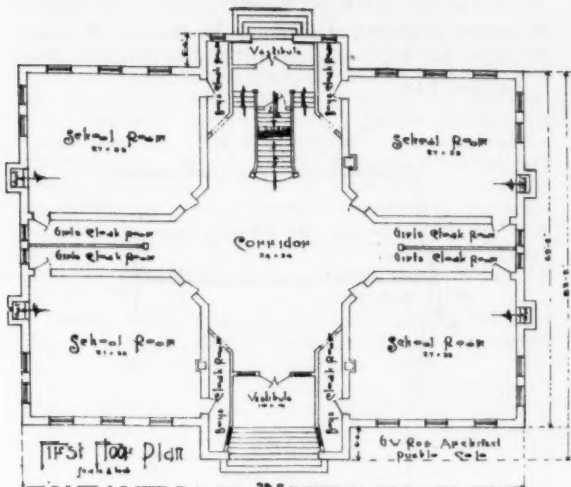


LEFT SIDE ELEVATION.

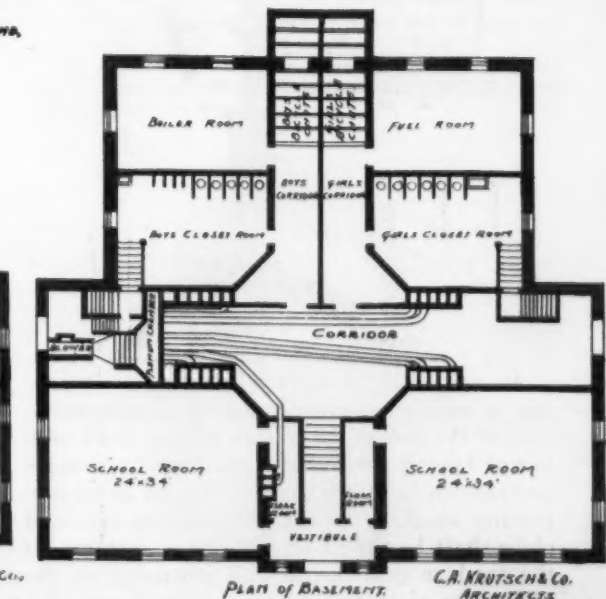
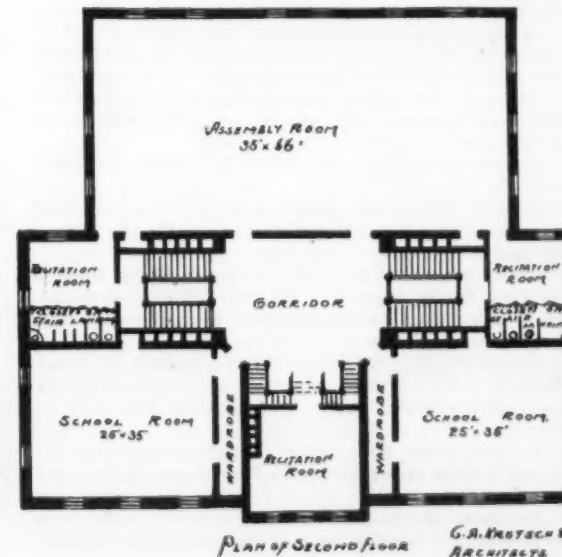
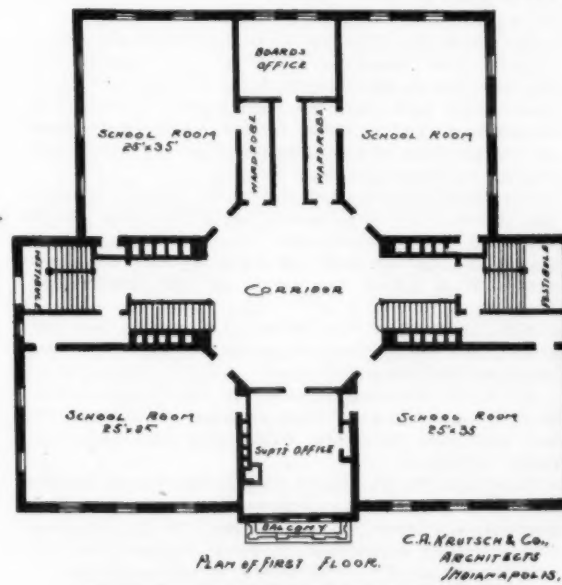


REAR ELEVATION.

NEW SCHOOL HOUSE DESIGNS.
By Joel Obert, Architect, Ogden, Ia.
Cost of construction \$3,250.



NEW PUBLIC SCHOOL AND FLOOR PLANS, PUEBLO, COLO.
G. W. Roe, Architect.



NEW PUBLIC SCHOOL AND FLOOR PLANS, PRINCETON, IND.
C. A. Kruttsch & Co., Architects, Indianapolis, Ind.

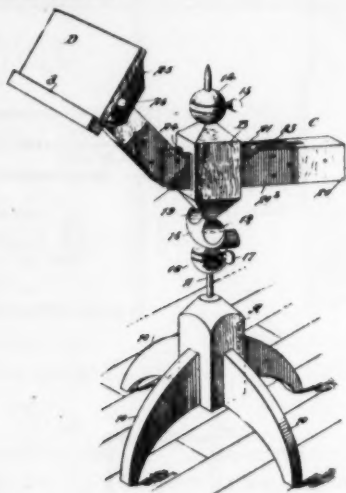
Patents Granted.

DESK ATTACHMENT. Charles F. Nesse, Elpo, Nev.



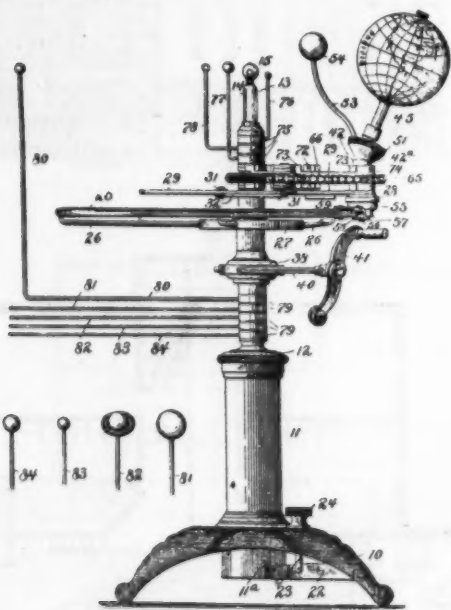
A desk attachment, comprising a plate having a top and bottom member for clamping said plate to the top of the desk, and a retaining-surface on said top member of said plate and adapted to be engaged by the writer, substantially as shown and described.

ADJUSTABLE BOOK REST OR TABLE. Major Miller, Lowell, Wis.



A book-rest or table, comprising a base, an upright on said base, a sleeve having a transverse opening and mounted to move vertically on said upright and also to rotate therein, an arm having a portion for passing through the opening in said sleeve, a swinging section for the arm, a table adjustable on said swinging section, collars on the upright for holding the sleeve as adjusted, and a foot-rest movable vertically on and adapted to rotate on the upright, substantially as specified.

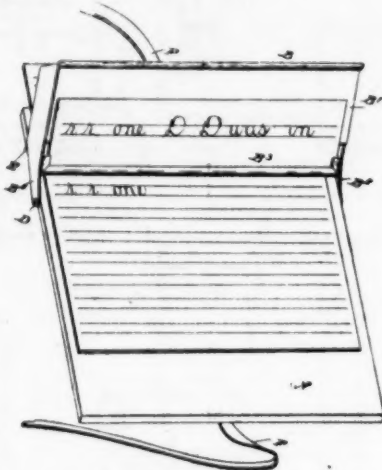
TELLURIAN. Josephine A. Mitchell and William C. Rand, Lewiston, Me., said Rand assignor to said Mitchell.



An apparatus of the kind described comprising a supporting-column having a representation of the sun at the top, an endless track supported by and encircling the column, a carriage movable on the track and carrying a globe-supporting shaft, a means for turning the said globe-shaft by the movement of the carriage on the track, a gear-turned hub journaled on the column, a plate fast to the hub and provided with guides and a longitudinally-movable slotted bar engaging the guides and the plate and connected to the carriage, substantially as described.

needed to the carriage, substantially as described.

WRITING-TABLET. Ethelmer E. Magee, Waynesville, N. C., assignor to Helen Fisher, Pensacola, Fla.



The combination of a tablet adapted to carry the paper to be written on and having a pin projecting from each side edge thereof, and a copy-holder having a box for receiving the copies and also having a support at its lower portion to carry in position for observation, the sides of the box being formed with extensions respectively pivoted to the side edges of the tablet, and the extension bearing upon the said pins of the tablet to maintain the copy-holder in operative position, the copy-holder being capable of swinging forward upon the tablet when in operative position.

School Supplies.

Johnstown, Pa. The board has awarded contracts for supplies to the Greenwood School Supply Co., Olcott & Co., and The Prang Educational Co.

St. Louis, Mo. The various public schools give annual picnics. The board of education has decreed that should there be any surplus after the expenses of the picnic have been paid, this money shall belong to the school, and shall be spent for the benefit of the same by the purchase of books, works of art and apparatus, and for no other purpose.

The board of education of Chicago recently awarded the contract for the Olmsted Artificial Slate to the Standard School Furnishing Co. of Chicago, to be placed in the following buildings: Chas. W. Earle School, W. S. Schley, Geo. Dewey and the Calumet Ave. School.

New York City. The board of education has purchased two Smith Premier machines which have been added to the school equipment.

Mr. C. H. Stoelting, president of the Chicago Laboratory Supply & Scale Co., is traveling in Europe. He has been very successful introducing many of their latest specialties.

The Eagle Obelisk Pencils come in fine colored finishes as follows: Rose, Blue, Yellow, Green Gray and Pink assorted in a dozen. These shades give the pencils a very attractive appearance. The lead in them is of the very latest quality. The pencil is manufactured by the Eagle Pencil Co., 377-379 Broadway, New York City.

W. H. Londergon & Co. have just closed a contract with the Chicago School Board to furnish the Schools of Chicago with their Columbia eraser for another year.

Idaho Springs, Idaho. A Smith Premier Typewriter has been purchased for use in the public schools for instruction purposes.

Menomonee, Mich. An order for school supplies given to J. M. Olcott & Co.

Denver, Colo. Two Smith Premier machines have been purchased for instruction purposes in the Denver Normal and Preparatory School.

Grand Rapids, Mich. The board has Ihling Bros. & Everard do the binding of the books in the school library. The Eagle Pencil Company has secured a large order from the board.

Muscatine, Ia. Mr. Mahaffy, of the firm of Rand, McNally & Co., recently addressed the board on slating and other school supplies manufactured and sold by that firm.

A large order from Johns Hopkins University for chemical apparatus placed with The Chicago Laboratory Supply & Scale Co.

Negaunee, Mich. Two Smith Premier typewriters have been purchased for use in the schools for instruction purposes.

East Saginaw, Mich. Contract to furnish the schools with paper during the coming school year awarded to the Central Ohio Paper Co.

Westerly, R. I. J. L. Hammet & Co. and Rand, McNally & Co. secured from the board orders to furnish school supplies.

An order was placed by the Ottaway High School with The Chicago Laboratory Supply & Scale Co. for physical apparatus.

Logansport, Ind. Two Smith Premier typewriters have been purchased for use in the Commercial High School.

Mansfield, O. A supply of general school material purchased from Atkinson & Mentzer.

Whitewater, Wis. Award for school registers made to the Wisconsin School Supply Co., of Milwaukee.

Philadelphia. The board of education has purchased an additional Smith-Premier machine which will be used in the schools.

Saginaw, Mich. The board has purchased a quantity of Sanford's paste, eagle bevel erasers, Andrews' dustless blackboard erasers, Gillotts' pens No. 1046, Estabrook's pens No. 621, Higgins' waterproof India ink and Dixon's lead pencils.

Lancaster, Wis. A supply of Holden patent book covers purchased. General school supplies procured from the Century School Supply Co. An order for slate made to the Wisconsin School Supply Co., and an order for apparatus for the high school laboratory made to A. L. Robbins & Martin Co.

Grand Rapids, Mich. Board awarded contract to furnish drawing paper, tablets, slates and slate pencils to the School and Office Supply Co. Contract to furnish crayon awarded to the National Crayon Co.

Springfield, Mo. J. M. Olcott & Co., of Chicago, was awarded the contract for school supplies.

Columbus, O. The Dixon and Eagle pencils have been ordered on the requisite list of supplies for pupils.

Seranton, Pa. Supt. Howell, in a communication to the board recommended that four Crowell physical cabinets be purchased for the use of the high and grammar schools. The board ordered that the cabinets be purchased.

Utica, N. J. The board made an award to the Milton Bradley Co., for kindergarten material.

Ishpeming, Mich. The board has employed ten boys of the senior class of 1900-01 to build drawing desks and work benches to be used in equipping the new manual training school. They are being paid from \$1 to \$1.25 per day to start with, and it is understood that the wages will be advanced somewhat if marked proficiency is shown. Twenty-five drawing desks and thirteen double working benches will be constructed. Each desk will contain eight instrument drawers fitted with separate locks. Each will also contain eight compartments for drawing boards. Instructor O. G. Petersen is superintending the work of the boys.

The Stockman adjustable window shade fixtures have been placed in many public schools, and wherever introduced are giving good satisfaction. They demonstrate that both light and air are possible in any school room. The Stockman-Moore Co., Buffalo, N. Y., manufacture these adjustable window shade fixtures and offer to send to boards of education samples free upon application.

Chicago, Ill. The Illinois Pure Food Association is urging the board of education not to remove the water filters from the schools at least for another year. The board believes that the filters are not now a necessity since the completion of the great drainage canal.

Augusta, Ky. The contract for the Olmsted artificial slate blackboard for the new school in district No. 2 has been awarded to the Standard School Furnishing Co.

Cedar Rapids, Ia. Apparatus for the high school laboratory purchased from the Franklin Educational Co. Cincinnati, O. The board made a unanimous award to the Standard School Furnishing Co., of Chicago, for placing the Olmsted artificial slate blackboard in the 18-room school of the Second district and in a 24-room school in the Third district.

McIntosh Co.'s heliopticon is adapted to all purposes for projection and physical demonstration. It can be used with any light. For further information write for "school" circular, McIntosh Stereopticon Co., Chicago, Ill.

The noiseless blackboard eraser manufactured by E. W. A. Rowles, of Chicago, is entirely covered with wool felt. The object being to overcome the annoyances caused by the wooden erasers. When a wooden eraser is dropped in the school room it is trying to the nerves of both the teacher and pupils and is often the cause of much confusion; it further injures the blackboards if not carefully handled.

School boards wanting to buy flags for schools should not fall in obtaining prices from the well-known manufacturers of American bunting, P. A. Joel & Co., 88 Nassau street, New York City.

Oswego, N. Y. R. P. Morse, of the Crowell Apparatus Co., of Indianapolis, Ind., recently appeared before the board with a scientific apparatus illustrating principles of physics, including experiments in heat, light, sound, electricity and magnetism. Mr. Morse performed a number of interesting experiments before the board to show the efficiency of the different pieces of mechanism he was trying to introduce. The board is considering to purchase the apparatus.

School Furniture.

Shelbyville, Ill. The new school house in course of erection is to be equipped with the Olmsted artificial slate blackboards. The contract was let to the Standard School Furnishing Co.

Chicago, Ill. The board awarded the contract for rolling partitions in the new Prescott school, as well as the North Division high school, to the Standard School Furnishing Co.

Chicago, Ill. The board ordered contract awarded to W. H. Londergon & Co. for blackboard erasers. J. M. Olcott & Co. captured the contract to furnish the school with ink. Lead pencil contract went to the American Lead Pencil Co., and the steel pen contract to the Esterbrook Steel Pen Co.

The N. Y. Silicate Book Slate Co., corner Vesey and Church streets, New York City, has fitted out during the past few months many schools with their silicate book slates. Children are delighted with these book slates. No moisture is required to clean them. They are unbreakable and noiseless; stand any amount of hard usage. Also handsomely and strongly bound in fine black cloth. An illustrated catalogue will be sent to anyone for the asking.

Chicago, Ill. Kindergarten chairs and tables ordered purchased from Thomas Charles Co.

The Smith & White Manufacturing Co., of Holyoke, Mass., manufacture attractive school stationery.

The Knapp shade adjuster manufactured by Fred H. Knapp, 44 Randolph street, Chicago, Ill., is thoroughly practical. The ordinary shade hung from top of window utterly fails to provide proper light and permits no ventilation except from bottom of window. This is impossible in winter and impracticable in summer, as the pupil next to the window is too cold, or those farther away do not get enough either of pure air or light. The Knapp shade can be adjusted for perfect ventilation and proper distribution of light by admitting light and air from both upper and lower portion of window. It can be so adjusted as to protect those next to the windows from the hot sun and also admit a flood of light to those on the opposite side of the room.

The Standard School Furnishing Co., of Chicago, was recently awarded the contract for slate blackboards for the new school building at Raleigh, N. C.

The Joseph Dixon Crucible Co., Jersey City, N. J., has for many years been making Dixon's "American Graphite" pencils, which give the broad, soft, "Sketchy" line, so desirable in drawing; and realizing the importance of color work as a factor in the education of the young, the company has spent a great deal of time and money in perfecting its colored crayon pencils. The object has been to secure uniform quality in the product, plus vividness and variety in color, so that no one color would vary in smoothness, softness, or toughness from another, but all would be equally "true" and beautiful.

West Bay City, Mich. The board awarded the contract to fit up the new school with the Olmsted artificial slate blackboard to the Standard School Furnishing Co.

Somonauk, Ill. The new school is to be equipped with the Olmsted artificial slate blackboards furnished by the Standard School Furnishing Co., of Chicago.

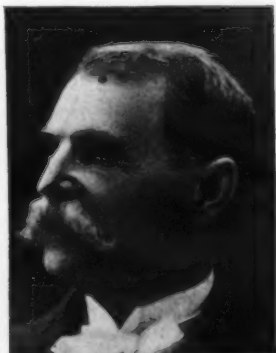
Cedar Rapids, Ia. Typewriter material procured from Wyckoff, Seamans & Benedict.

The other day we met Manager C. W. Bassett, of the McIntosh Stereopticon Co., Chicago. We had not seen Mr. Bassett in several years, and were agreeably surprised to find him well preserved and as energetic as ever. His blond mustache and hair have an increased sprinkling of gray. The dignity of middle age sets gracefully upon his shoulders.

Dudley A. Johnson, who represents the Dixon Crucible Co. at Chicago, is a Hoosier. He began to shift for himself at the age of ten, pursuing his studies at night. In 1885 he entered the employ of a stationery house at Chicago, and later became the representative of the Holyoke Envelope Co. Two years ago he entered upon the duties of his present position, which he has performed to the satisfaction of his company and its patrons.



W. C. MARTINDALE,
Supt., Detroit, Mich.



R. S. BINGHAM,
Supt., Tacoma, Wash.

Who want the 1901 N. E. A. meeting for their respective cities.

In the school room the desks and seats should be so arranged in relation to the windows that the light comes from the pupils' left or from the left and behind. Under no circumstances should the desks face the windows. Some arrangement must be made so that the teacher will not confront the direct glare continuously. The desks and seats should be adjustable. It is very wrong to make children of all sizes sit at a uniform size desk. Let the average size desk be generally used, but for over-sized or under-sized children the desk should be properly adjusted, and to avoid extra trouble these children should keep the same seats during the entire term.

Detroit, Mich. The contract for furnishing desks for the year was awarded to the Favorite Desk and Seating Co., of Cleveland, after a most bitter fight.

New Orleans, La. The board received proposals for supplying pupils' desks and seats from the following firms: Standard School Furniture Co., Thos. Kane & Co. Works, the A. H. Andrews Co., the J. M. Sauder Co., Haney School Furniture Co., A. Baldwin & Co., Ltd., Favorite Desk and Seating Co. and H. Uthoff. The contract was awarded to the J. M. Sauder Co., of Marietta, Pa.

Gloucester, Mass. A purchase of desks and seats made from the Chandler Adjustable Chair and Desk Co.

Piqua, O. The board accepted the bid of the Chandler Adjustable Chair and Desk Co., of Boston, to furnish the required number of desks needed for the new East school. O. Fisher, of Piqua, represented the Boston firm, and naturally felt very much elated over his sale.

Springfield, Ill. The following firms submitted bids for the school desk contract: American School Furniture Co., Grand Rapids School Furniture Works, A. Dirksen & Sons, for the A. H. Andrews Co., and McGrue & Powell.

The Standard School Furnishing Co., of Chicago, report that their order of 20,000 school desks sold to the Island of Cuba last March is now nearly completed, and while they have a lot of other orders on hand, they are in a position to turn out orders for such school apparatus as entrusted to them.

Westerly, R. I. The board made an award to the A. H. Andrews School Furniture Co.

Davenport, Ia. A number of desks and seats procured from the American School Furniture Co.

Camden, N. J. The contract for school furniture awarded to the New Jersey Church and School Furniture Company.

The town of South Framingham, Mass., has just placed an order with the J. M. Sauder Co. for one hundred and ninety-six (196) of their fidelity adjustable chair desks for the new high school at that place.

The school board of North Adams, Mass., awarded contract for about 500 adjustable chair desks to the Chandler Chair and Desk Works.

The bid of the Piqua School Furniture Works for furnishing school desks was accepted by the school board of Pittsfield, Me.

After two years' trial of the Frictionless adjustable chair desk manufactured by the Grand Rapids School Furniture Works, the school of Braintree, Mass., being well pleased with them, have placed an additional order for a large number of these desks.

The school board of Framington, Me., have just placed an order for Victor school desks with the Thos. Kane & Co. works.

The school board at West Port, Pa., Chili, Ind., Har-marville, Pa., Kenova, W. Va., Granger, Ind., North Bennington, Vt., Junction City, O., and East Allentown, Pa., have bought desks of the Favorite Desk & Seating Co., of Cleveland, O.

The J. M. Sauder Co. have been awarded the contract to furnish three thousand (3,000) of their Fidelity adjustable desks and chairs to the city of New Orleans, although their competitors made a strong effort to sell the cheaper and older styles of furniture.

The Sterling business college at Sterling, Ill., will be furnished throughout with the standard automatic school desk as furnished by the Standard School Furnishing Co., of Chicago.

The A. H. Andrews Company, of Chicago, secured the school desk contract at Quincy, Ill.

A few of the orders recently awarded for school furniture to the Standard School Furnishing Co., of Chicago, are as follows: West Pittsburg, Mass.; Oak Hill, Va.; St. Agnes Inst., Ind.; Cairo, W. Va.

The board of education, Worcester, Mass., awarded contract for about 700 school desks to the Chandler Adjustable Chair and Desk Works.

The Chandler Adjustable Chair and Desk Works secured order for about 300 school desks at Bath, Me.

The Favorite Desk & Seating Co., of Cleveland, O., furnished a large new private school at Buffalo, N. Y.

The American School Furniture Co. secured contract at Farmer, N. Y., for a large number of school desks.

The Grand Rapids School Furniture Works were the successful bidder for school furniture contract at Yonkers, N. Y.

Williamsport, Penn. The city board of education has again selected the Fidelity adjustable chair desks made

by The J. M. Sauder Co., at Marietta, Penn. This is the third annual contract for these goods, and speaks well for the Fidelity desks and chairs.

To the American School Furniture Co. was awarded the contract for school desks at Lynbrook, N. Y.

The school board at Escanaba, Mich., seated their large new school building with desks manufactured by the Favorite Desk & Seating Co.

The Chandler Adjustable Chair and Desk Works has received a very nice order for school desks amounting to about 300 desks from Bennington, Vt.

The town of Wakefield, Mass., has awarded contract for school furniture to Chandler Adjustable Chair and Desk Works.

The American School Furniture Co. captured the contract for 200 school desks at White Plains, N. Y.

Desks for the Presbyterian College, at Johnson City, Tenn., were purchased of the Favorite Desk & Seating Co.

The Grand Rapids School Furniture Works secured a large order for ball bearing automatic desks at Washington, Pa.

The Thomas Kane & Co. Works proved the successful bidders for school desk contract at West Salisbury, Pa.

The American School Furniture Co. was the successful bidder on school desks at Johnstown, Pa.

The board of education, Homestead, Pa., placed their order for 400 school desks with the American School Furniture Co.

The new school building at Gladstone, Mich., has been furnished with Favorite desks.

The Grand Rapids School Furniture Works was awarded contract for school furniture at Kittanning, Pa.

The board of education, of Scranton, Pa., awarded contract for about 1,200 school desks to the Grand Rapids School Furniture Works.

The building committee of the board of education at Carlisle, Penn., after examining all the different styles of furniture, selected the Fidelity chair desks, made by The J. M. Sauder Co., for their new high school.

The new school house at McHenry, N. Dak., will be furnished with the Standard automatic school desk as kept by the Standard School Furnishing Co., of Chicago.

Ashmore, Ill. The new school is to be equipped with the Standard automatic school desk which is made by the Standard School Furnishing Co., of Chicago.

Dallas, Tex. The following firms offered bids for supplying school desks: American School Furniture Co., Texas Teachers' Supply Co., Grand Rapids School Furniture Works, Favorite Desk & Seating Co., C. H. Myers, and Dallas Book Co.

The school board at Chenoa, Ill., have furnished their new school building with veneer desks made by the Favorite Desk & Seating Co., of Cleveland, O.

The Thomas Kane & Co. Works secured contract for about 200 single desks at Johnsonburg, Pa.

The American School Furniture Co. secured contract for school supplies at Cambridge Springs, Pa.

Pontiac, Ill. School board placed a large order for desks with the Favorite Desk & Seating Co., of Cleveland, O.

The Piqua School Furniture Works has received an order for school desks from Spring City, Tenn.

The board of education of Utica, N. Y., was so well pleased with the combination adjustable desks in use that they placed an order for about 500 more of the same kind of desks with the Grand Rapids School Furniture Works.

The board of education of York, N. J., purchased a supply of school furniture from the Standard School Furnishing Co., of Chicago.

The J. M. Sauder Co., after a spirited contest, were awarded the contract to furnish the fine new high school at Du Bois, Penn., with five hundred and thirty-seven (537) of their Fidelity adjustable chair desks.

The school board at Boskydell, Ill., recently placed a large order for school furniture with the Standard School Furniture Co., of Chicago.



SUPT. R. G. BOONE,
Wants the 1901 N. E. A.
for Cincinnati, O.

Book Reviews

EDUCATIONAL AIMS AND ADDRESSES. By Joshua Fitch, M.A., LL.D., Cloth, 448 pages. Price, \$1.25. Published by the Macmillan Company, New York, Chicago.

This work is by the author of the well and favorably known "Lectures on Teaching." It contains addresses given within the last few years before academic audiences in England or America. While each address is an unit one and all deal with some aspect of educational work. The influence of endowments upon education is strongly and suggestively stated. The point that the mode of administering an endowment should not be too rigidly prescribed, but should be settled by varying conditions is well sustained. Johns Hopkins and Girard Colleges are named as examples of the two systems in our own country.

Lectures upon the high-minded Edward Thing, the enthusiastic but impractical Joseph Lancaster, the pioneer Pestalozzi are instances of the biographical method of studying educational history. Since 1882 France has awarded certificates to pupils at the end of their primary school course. The well-balanced arrangement of studies, the standard of examinations, the appreciation of higher schools and of employers, the results upon the pupils themselves, are interesting features of this subject. The chapter on women and the universities deals with the question in England. The ancient endowments were only for boys and men. Slowly working causes have brought about a revolution in ideas and opportunities. We are told why the changes have come so slowly, of the girls' public day schools, of Girton and Newnam, of the concessions made by the universities, and that the enrichment of the individual is the enrichment of the race. A teachers' guild in England is told of teachers' institutes in the United States. The existing conditions, the work of reading circles, the esprit du corps, are noted with favor and praise. It is a far cry from the United States to Athens, but the nineteenth century cannot yet afford to forget the Socratic mode of acquiescence without insight. Until words without meaning, and dogmas without proof, cease to exist, there will be need of the skillful questions of that skillful questioner, the Greek philosopher. We are taken from a notable man to a notable book—the Bible. We are reminded of its appeals to the intentions of conscience, of its personal incidents and biographies, developing character and illustrating the art of storytelling; its positive directions, and pithy proverbs; its ennobling poetry; its use of material events and its pertinent questions, settling the time between knowledge and ignorance, and asked if this book should not be critically studied from a professional standpoint. The points in Dr. Fitch's work are valuable, the influences are suggestive.

METHOD IN EDUCATION. By Roric N. Roark, Ph.D., Dean of State College of Kentucky. Cloth, 12mo. Price \$1. Published by the American Book Co., New York, Cincinnati, Chicago.

Prof. Roark has added another useful book to those already in the educational field.

The opening chapters would be easier understood after a careful reading of "Psychology in Education," by the same author. The chapter on "The Lesson" and on methods of teaching the fundamental subjects, are rich in sound advice to young teachers, and even experienced

ones would be strengthened after carefully reading them.

Many parents would find the chapter on "Character Building" of much benefit to them in directing the home development of their children.

The book should be in every teacher's library.

COMMERCIAL AND INDUSTRIAL BOOKKEEPING. An educational method for teaching the principles and laws of accounts, as derived from the established customs, practices and usages of business, and the most progressive and labor-saving systems of bookkeeping as practiced in all lines of commerce and industry, using all the business papers, documents and vouchers required in the transaction of business. Specially designed for use in high schools, commercial departments and bookkeeping classes in public schools. By H. M. Rowe, Ph.D., Author of "International Business Practice," Associate Author of "Business Bookkeeping and Practice," and "Bookkeeping and Office Practice," the Budget System. First Edition. 96 pages. Published by Sadler-Rowe Co., Baltimore, Md.

The text books published by this firm may be safely accepted as among the best in the current book market. Not only is the concern an old and reliable one, but it has for years made a specialty of commercial text books.

The information which follows the above given title enumerates with business-like brevity the purposes of the book and its contents. The author presents the subjects of bookkeeping, business papers, office practices and business procedure in an attractive manner, at the same time cultivating the faculties of the student. Every line in the book centers toward this purpose, and the author sustains consistently and meritoriously every claim included in the title. The principles and laws of accounts are presented as facts and not as theories. The actual usages of the business world are brought within the student's range of study and activity. Not a superfluous line is found in the book. The very economy and practicability of successful business finds its embodiment between the two covers.

THE SIGHT READER. Supplementary Reading for Beginners prepared by Expert Primary Teachers. 80 pages, with half tone illustrations. Published by Butler, Sheldon & Company, New York, Philadelphia, Chicago.

The words employed in this reader are those used in First Book of the Progressive course in reading. It is therefore a convenient test of a pupils' ability to recognize familiar words used in new relations. It can be well used as supplemental to any first reader. The excellent pictures are intended to be suggestive of conversations in the class.

STORIES OF THE GREAT ASTRONOMERS. Conversations with a child, by Edward S. Holden, Sc.D., LL.D. Cloth, 255 pages; price, 75 cts. Published by D. Appleton & Company, New York.

Two books by the author have already appeared—The Earth and the Sky, and the Family of the Sun. This volume treats of astronomy in a historical manner. Astronomy is in one sense prehistoric. Men observed the stars and planets before they acquired the habit of recording their own deeds. The sky was a wide field for the exercise of their imagination.

The Chaldeans, Babylonians, Egyptians and Greeks made some progress in the study. The Greeks held the correct theory of the solar system more than 2,000 years before Copernicus was born. Hipparchus found the length of the year within twelve seconds. He used latitudes and longitudes. It modifies the complacency of

modern scientists to read what he and Aristotle accomplished.

Step by step, the progress in the science is traced down to the present time. We have sketches of the great astronomers and an account of the mighty problems with which they struggled. Instruments are described and devices explained. In the discovery of Neptune, we are shown one of the greatest triumphs of mathematics.

The book is illustrated with more than a hundred pictures of instruments, star clusters, views of the planets, portraits of astronomers, etc.

Though a brief book, it is intensely interesting and will awaken a desire for further study.

"The thoughts of men are widened with the process of the suns."

AMERICA'S STORY FOR AMERICA'S CHILDREN. By Mara L. Pratt. In five volumes. I. The beginner's book. 132 pages, with illustrations. Price, 35 cts. Published by D. C. Heath & Company, Boston, New York, Chicago.

The effort now made in inculcating in the young pupils a love and interest in subjects which later on will be regularly assigned to them finds expression in supplementary books. If properly handled the idea is laudable. The author has kept in mind the child-interest and the capacity of child-thought and made a book that will serve excellently well.

THE STORIED WEST INDIES. By Frederick A. Ober, author of "Spain, Puerto Rico and its Resources," "Travels in Mexico," "In the Wake of Columbus," "Cruce's Island," "Camps in the Caribbees," and "Life of Josephine," etc. Cloth, 291 pages, price 75 cts. Published by D. C. Heath & Co., New York.

Here are three choice volumes in Appleton's series of Home Reading Books. They are edited by Dr. Wm. T. Harris, U. S. Commissioner of Education. His introductory chapters are valuable in pointing out the educational value of the study of these subjects as reading matter in the home, or supplementary reading in the schools.

In the Storied West Indies we read of the discoveries, the habits of the natives, the beauty and riches of the islands themselves, and the settlement by the Spaniards. Then come the wars of Spain with other nations. The barbarities of the Spaniards in their treatment of the Indians make a gloomy chapter. The story of Hayti with its black kings and emperors shows some of the Indians and Negroes to be superior to some of the European rulers. Toussaint L. Overture was an educated, enlightened and liberal ruler, whose honor stands out in bright contrast with the ambition and perfidy of Napoleon.

This account of these islands with their resources is especially interesting at the present time when their condition has been so materially changed, and when they have been brought into new and close relation with the United States. The book is finely illustrated.

THE CHRONICLES OF SIR FROISSART. Condensed for young readers. By Adam Singleton. Cloth, 235 pages, Price, 75 cts. Published by D. Appleton & Company, New York.

Sir John Froissart has been called the Herodotus of Europe in the Middle Ages. He was born in 1338, about the time of the breaking out of the hundred years' war. As a soldier he took part in some of the campaigns of this war. In writing of his own experiences he became interested in writing an account of the entire war. In order to be accurate in his narrations he traveled from place to place, visiting battlefields and getting from those who had actively participated, the records of events. He was a welcome guest at courts. Queen Philippa was his especial friend. He described not only the events which he saw and of which he learned,

but the appearance and character of the eminent personages of the time. His chronicles are valuable history expressed in simple old English. Some specimens of this old English and part French are given. The style of this translation is simple and well adapted for supplementary reading, and the subject matter is one in which children, and grown people as well, cannot fail to be interested. There are many excellent illustrations, copies of rare old paintings, battle scenes, castles and representations of costumes.

THE CARE OF THE CHILD IN HEALTH. By Nathan Oppenheim, A. B., (Harv.), M. D. (Coll. P. & S., N. Y.), attending physician to the Children's department of Mt. Sinai Hospital Dispensary. 308 pages. Published by The Macmillan Company, New York, Chicago. (For sale at Des Forges & Company, Milwaukee, Wis.)

This is a practical treatise by a practicing physician. He uses plain words that no one will find difficulty in understanding. Pre-natal conditions are all important. The Greeks decorated the rooms of the prospective mother with beautiful statues that the mind, dwelling on the images of strength and loveliness, might obtain favorable impressions and hand on to the coming generation a heritage of a like nature. The best way for the mother to care for her child is to take the best care of herself. Minute directions are given relating to all details which conditions render necessary. The subjects of food, clothing, sleep, exercise and similar matters are treated in a common sense way. In the matter of early education sensible suggestions are made. Don't crowd the little ones in the schools. Speaking good language at home is better than cramming them with abstract grammar at school. They will acquire a knowledge of arithmetic a great deal easier and better if they are not required to begin it until they are somewhat matured. Experienced educators have said that they could make a better mathematician of a boy by the time he is eighteen if he were not required to begin the formal study until he is twelve or thirteen, than if he is forced to begin at seven and is kept at it continually until he is eighteen.

There is wisdom in the chapter on the treatment of common diseases. Good food, fresh air, cleanliness, free movements are better than the doctor's medicine. The simplicity of nature is often overruled by artificial social requirements.

Every teacher and every family would be the better by the careful reading of the sensible book.

PARIS AND THE EXPOSITION. By Max Maury. Cloth back and covers, 75 cents; paper, 50 cents. Published by Laird & Lee, Chicago.

This volume contains an exquisite collection of half-tone engravings, 192 in number, giving delightful glimpses of the great buildings of the Paris Exposition, the fair's exhibits, and amusements in full operation, bird's-eye views of the leading city sights, monuments, churches, theaters and Parisian life on the streets, boulevards and squares.

The ground is very thoroughly covered in this dainty album, which is bound to meet with enthusiastic and universal approval.

STORIES OF THE BADGER STATE. By Reuben Gold Thwaites. 225 pages, with illustrations. Published by the American Book Co., New York, Cincinnati, Chicago.

The history of the Badger State furnishes many interesting and stirring incidents. Wisconsin had belonged, in turn, to Spain, France, and England, before she became a part of the United States. These are true stories which relate, mainly, to periods of the state's earlier history. They have been carefully selected and are told in a manner which seeks to cultivate civic patriotism in the youth. The book is well adapted for supplementary reading.

FRAU SORGE. With introduction and notes by Gustav Gruener, professor in Yale University. A novel by Hermann Sudermann. 268 pages; with half tone engraving frontispiece. Price, 80 cts. Published by Henry Holt & Company, New York.

Sudermann is best known by his dramas which have been produced on the German stage. He has been the rage, owing to the originality and strength of his plots. The weaknesses of modern social life have been depicted in glaring colors, and not always invitingly. "Frau Sorge" is considered both his best novel and most personal work. It is a character study of the most careful kind, as well as a demonstration of the author's power as a story teller.

The introduction contains a review of the author's productions. The notes are serviceable and ample.

JOURNALISTIC GERMAN. Edited by August Prehn, Ph.D., Columbia Grammar School, New York. Cloth, 208 pages. Price, 50 cts. American Book Company, New York, Cincinnati, Chicago.

This volume consists of selections taken from the current German periodicals of the highest class, and provides reading material treating of many sides of life and illustrating the present use of the language. They are concerned with the doings and events of the most modern times, presenting the great facts of invention, discovery, commerce, and industry, and showing the German as a progressive, energetic, modern factor in the development of the world's civilization.

AMERICAN INVENTIONS AND INVENTORS. By William A. Mowry, A.M., Ph.D., and Arthur May Mowry, A.M., authors of "First Steps in the History of our Country," and "A History of the United States," for Schools. 298 pages, with illustrations. Introduction price, 65 cts. Published by Silver, Burdett & Company, New York, Boston, Chicago.

That sturdy schoolmaster, Wm. A. Mowry, has once more added to his laurels as a text book author. This work opens a rich mine of knowledge. The history of American inventions is almost a history of American progress. The

story of the gradual emergence from crude modes of living to advanced progress of heating and lighting, of raising and preparing foods, of providing comfortable clothing, of increasing facilities for traveling, for transmission of news and literature, is told with graphic power and interest in "American Inventions and Inventors." This book is unique in that the subject has never been treated in this way before. While intended primarily for children, it can be read by adults with almost equal benefit and interest.

THE STORY OF CAPTAIN MERIWETHER LEWIS AND CAPTAIN WILLIAM CLARK FOR YOUNG READERS. By Nellie F. Kingsley. With an introduction by the editor, Dr. James Baldwin. Copiously illustrated from original drawings. Red cloth, 128 pages, mailing price, 25 cts. Published by the Werner School Book Company, Chicago, Boston, New York.

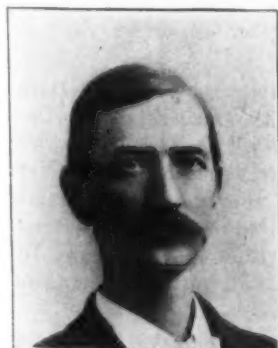
The story of two important men is lucidly told. The subject matter would naturally appeal to the young reader, owing to the element of adventure which courses through the career of the heroes. But the book has additional value, since it deals with historical facts which should be within the reach of the average child.

SHAKESPEARE'S JULIUS CÆSAR WITH INTRODUCTION AND NOTES EXPLANATORY AND CRITICAL. For use in schools and classes, by the Rev. Henry N. Hudson, LL.D. 205 pages. Published by Ginn & Company, Boston, New York, Chicago.

The things which recommend this edition of "Julius Cæsar" are the introduction, the foot notes and critical notes. It has also been carefully expurgated. It is well printed and compactly bound—well suited for supplementary use.

A SHORT HISTORY OF THE UNITED STATES FOR SCHOOL USE. By Edward Channing, Professor of History in Harvard University. Author of "A Students' History of the United States," etc. With maps and illustrations. 401 pages. Published by the Macmillan Co., New York, Chicago. Price 90 cents. (For sale at Des Forges & Co., Milwaukee, Wis.)

The author's Students' History is an admirable work, but a little too extended for one term's work in secondary schools. This simpler history for lower schools possesses many merits. Out of his abundant resources the author has written it so that it is characterized by a freshness and originality altogether different from a compilation. The list of questions, topics for special study, and suggestions, point out the way for a much more extended study than is contained in the text itself. There are brief allusions to events that pupils may profitably study at greater length in authorities referred to. Public men are characterized as they deserve. What we want in history is the truth. The book is exceedingly attractive in appearance and in the style of the writing. It is illustrated with excellent colored maps, portraits, old-time scenes, and fac-similes of interesting historical papers.



S. H. JACKSON,
Pres. Board of Education,
Claysville, Pa.



WILL L. HANDLEY,
Pres. Board of Education,
Lowell, Ind.



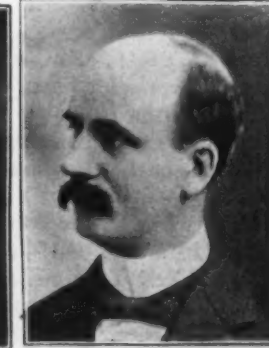
J. H. PERRIN,
Pres. Board of Education,
Alton, Ill.



T. W. SHEPHERD,
Pres. Board of Education,
Beaumont, Tex.



M. P. DICKESON,
Pres. Board of Education,
Aston, Pa.



BURR D. BLAIR,
Pres. Board of Education,
Winona, Minn.

Educational Exhibits.

(Continued from page 7.)

the exhibit. He was, however, more busily engaged with educators at the N. E. A. headquarters.

The Educational Publishing Co., of Boston, was represented by a large stock of books and by the Smith brothers—Joseph and E. S. Both men were kept busy waiting upon visitors. Mr. Joseph Smith represents the company in New York city, while Mr. E. S. Smith is looking after the western end at Chicago. The latter was formerly located on the Pacific coast. The energetic men are doing good work for their company.

The typical Southern educational publishing house, The B. F. Johnson Publishing Co., of Richmond, Va., was much in evidence. Lee's History, Johnson's Readers, Banson's Spellers, Colaw & Edwood's Arithmetics, Johnson's vertical and Smithdeal's slant writing, Baskerville's chemistry, etc., were conspicuous. Mr. Horace C. Howison, of New Orleans, La., and Mr. A. J. Gray, of Richmond, Va., were in charge and fulfilled their commission in an agreeable manner.

Novello, Ewer & Co., of New York and Chicago, had an interesting little exhibit of music books. We did not meet Mr. Gray, who was in charge. The list of the firm's productions were nicely arranged, and carefully examined by visitors.

A bright and engaging gentleman in the person of H. J. Pratt, of New York, was in charge of the Potter & Putnam exhibit. The new series of maps recently issued by the firm were neatly displayed. The tables revealed their new geography, the new books on primary reading, etc.

The Central School Supply House, of Chicago, had a splendid exhibit. This firm enjoys a good trade in the South, and had in consequence a good crowd of visitors around its display. Mr. J. H. Stiff, of Atlanta, Ga., who has represented the firm in the South for some years, was in charge. He combines in himself the energy of the man from the North with the geniality of the gentleman of the South. The firm's celebrated relief maps were a prominent feature in the exhibit. The Roudebush writing system, First Steps in Reading, etc., were in evidence.

The exhibit of E. L. Kellogg & Co., of New York, and A. Flanagan, of Chicago, was a good one. Mrs. M. B. Tucker, of Louisville, Ky., a lady of engaging manner and fine tact, was in charge. She is a teacher of experience and discussed advisedly her goods. Mrs. Tucker is in charge of the Newsboys' School at Louisville, said to be the only one of its kind in the United States. She has graduated 1,900 boys and speaks enthusiastically of the places they have assumed in life.

The Perry Pictures Co., of Boston, was on hand with its attractive display. Mr. Eugene A. Perry was in charge and it kept him busy to attend to the visitors that circled about his tables laden with works of art. Sixteen hundred subjects, produced by the firm in neat pictures at one cent each, were in part displayed. The extra size, five for 25 cents and the colored pictures at two cents each, completed the display.

The Milton-Bradley Co., of Springfield, Mass., the great Kindergarten supply house, was handsomely represented. E. O. Clark, of Atlanta, Ga., the firm's Southern agent, was there, as was also the New York representative, Mr. E. L. Cummings, of Lyons, N. Y. Mr. Crist, the New York manager, was the directing spirit. The display embodied water colors, primary busy work, language work, music charts, as well as a new line of general Kindergarten supplies. Messrs. Clark and Cummings are both young men but quite equal to the task entrusted to them.

The display of the American Book Co.'s publications was located in a room on the ground floor and near the lobby of the Charleston Hotel. Miss M. Thompson, of Atlanta, Ga., and Miss M. B. McCoy, of Charleston, were in charge. The exhibit covered the company's leading publications which were arranged on a series of tables. Frequently some of the firm's representatives assisted in the exhibit.

The Prang Educational Co. secured a prominent niche on the second floor of the grand stair case of the Charleston Hotel. Mr. Richard Hardy, of Chicago, was in charge. The display was, as it always is, a most attractive one.

Among the interesting as well as attractive displays at the Exhibit Hall was that of the Smith & White Manufacturing Co. It consisted entirely of paper in all qualities, shapes and sizes for school-room use. Mr. Chas. B. Perry was in charge and kept busy answering the numerous inquiries regarding the industry he represented. The walls and tables of this exhibit were lined with the attractive writing pads and tablets. Their covers and tops are embellished with handsome illustrations of an educational character. This is a strong feature, as it embraces historical, biographical and art subjects. Composition books with blue print covers, spelling blanks with writing at the top, etc., were in evidence. Standard school papers for all kinds of practice work, drawing, etc., as well as a variety of folded papers, legal cap, etc., also fine stationery done up in pad form—all presenting a good display—was in evidence. The firm makes a specialty of manufacturing school papers to order according to needs of the schools.

Pencils, pencils, pencils—in all sizes, all shapes, all colors—soft, medium and hard, formed the display of the Dixon Crucible Co., of Jersey City, N. J. That big-hearted, large-framed man, George Howard Reed, who is a familiar and welcome figure at all great educational gatherings, was there. He was there a good deal, too. He can entertain a dozen persons at the same time and impress each with the superiority of the Dixon pencil.

The Alfred L. Robbins-Martin Co. was there. Mr. Robbins, who is usually a familiar figure at educational exhibits, was not present, but was ably represented by Dan. E. Erickson, of New York. The exhibit included physical, chemical and microscopical apparatus, as well as wireless telegraphy was located near the entrance. The novelty of the exhibit was that it was built around the Blarney stone, a prominent feature of this, the Hibernian Hall. Mr. Erickson availed himself of this advantage.

Wadsworth, Howland & Co., located at 82 Washington street, Boston, Mass., came to Charleston with a stock of colors and paints for school room art work. The display was not large but well arranged. Mr. H. A. Putnam, a bright and energetic young man, applied himself closely in explaining his wares to the visitors. The firm's factory is located at Malden, Mass.

The Rohde Kindergarten Supply Co., of Milwaukee, Wis., offered a neat display of kindergarten goods. Mr. C. A. Rohde was in charge and distributed circulars among prospective patrons.

Queen & Co., the old Philadelphia firm, showed some physical and electrical as well as mathematical apparatus. H. P. Davis presided over the display and did some good work in elucidating the merits of his goods.

The Remington typewriter was the official machine used during the N. E. A. meeting. Wycoff, Seamans & Co. not only furnished a number of Remington machines for the use of the officials and members of the association, but also supplied expert operators, free of charge. This convenience was warmly appreciated.

Among Bookmen.

The following bookmen attended the Charleston meeting:

American Book Co.—J. A. Greene, manager, New York; L. M. Dillman, assistant manager, Maj. A. W. Clancy, Chicago; Frank A. Fitzpatrick, manager, Boston; John C. Ridge, Cincinnati, O.; Maj. Jos. Van Holt Nast, Dr. A. I. Brannam, F. O. Spain, Atlanta, Ga.; H. G. De Weese, Mr. Porter, J. W. Thackston, Raleigh, N. C.; H. W. Fair, Spartanburg, S. C.

Ginn & Co.—George A. Plimpton, manager, New York; L. B. Robeson, E. W. Ginn, Atlanta, Ga.; Harry M. Hebden, Baltimore, Md.; W. R. Walker, Union, S. C.

Charles Scribner's Sons—Edward Lord, New York.

D. C. Heath & Co.—W. E. Pulsifer, manager, New York; B. K. Benson, Atlanta, Ga.; Truman H. Krimpton, Richmond, Va.

Christopher Sower Co.—Mr. Pennypacker.

G. & C. Merriam Co.—K. N. Washburn, Springfield, Mass.; Maj. A. J. Cheney, Chicago.

B. F. Johnson Publishing Co.—B. F. Johnson, president and manager, Richmond, Va.; J. D. Eggleston, Ashville, N. C.; R. C. Howison, New Orleans, La.; Miss Fanny D. Carnefix, Roanoke, Va.; Dr. Geo. J. Ramsey, F. F. Hough, A. J. Gray, Richmond, Va.

The Macmillan Co.—Dr. F. L. Sevenoak, manager; Wm. H. Ives, New York City.

Maynard, Merrill & Co.—Edwin C. Merrill, F. D. Woodruff, New York; Chas. T. Alexander, Southern manager, Waco, Tex.

University Publishing Co.—Henry T. Dawson, A. F. Hoffman, New York City.

Prang Educational Co.—Richard Hardy, Chicago.

Silver, Burdett & Co.—H. Stevenson, New York; W. A. Conger, Chicago.

D. Appleton & Co.—N. D. Cram, manager, New York.

Butler, Sheldon & Co.—Alexander Forbes, Western manager, Chicago; J. J. Saynes, Philadelphia.

Milton-Bradley Co.—H. M. Crist, New York; E. L. Cummings, Lyons, New York; E. O. Clark, Atlanta, Ga.

Thomas Charles Co.—W. T. Dix, Chicago.

D. W. Hall, of Ginn & Co., Chicago, was called to his home in Maine last month on the death of his father.

W. R. Walker, of Union, S. C., who represents Ginn & Co. in the South, is also interested in some of the new cotton mills which have sprung up in the South. It is said that he derives a handsome income from his investments.

C. F. Newkirk, who was in charge of Houghton, Mifflin & Co.'s western business, has resigned to take the management of Rand, McNally & Co.'s educational department. Mr. W. E. Bloomfield succeeds Mr. Newkirk with Houghton, Mifflin & Co. Mr. J. A. Hornberger, who has been with Rand, McNally & Co. for several years, retains his position under the new management.

The bookmen of Texas are A. H. Wilkins, American Book Co.; E. A. Dewitt, Ginn & Co.; B. M. Howard, University Publishing Co., Dallas; Chas. T. Alexander, Maynard, Merrill & Co., Waco. These men cover more actual territory and make longer and more tedious trips than do bookmen in any other state. Frequently they travel 2,500 miles to attend a gathering of teachers.

Mr. J. H. Stiff, who represented for some years the Central School Supply House in the South, with headquarters at Atlanta, Ga., will shortly take charge of the firm's New York branch.

School Board Journal

J. R. Florida, an agent for the G. & C. Merriam Co., of Springfield, Mass., was killed in a railroad accident between Atlanta and Macon, Ga., last month. The horrible death of Mr. Florida is deplored by all who knew him. He was connected with the subscription department of his company.

Charles I. Webster, who was connected with the New York office of the Prang Educational Co. some time ago, will have charge of the Franklin school, East Orange, N. J., this fall.

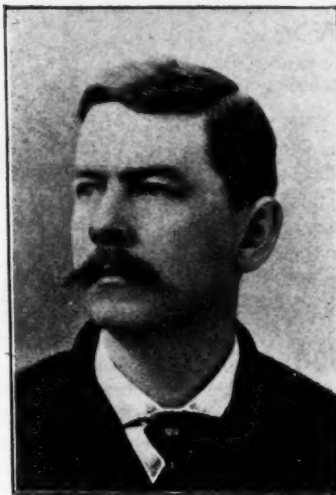
Lucien V. La Taste, for many years the popular representative of the University Publishing Co. in the South, is a bookman no longer. He has accepted the state agency for an insurance company in Alabama. Mr. La Taste departs with the well wishes of his former employes. They did not want to lose him, but Mr. La Taste saw an opportunity of securing a position which entailed less travel and therefore decided upon the change. The bookmen in the South also regret losing so congenial a comrade. This makes the second case in a year where a bookman has entered upon the insurance business. W. E. Echlin, who represented D. Appleton & Co. at Chicago, left the book business last winter to become an insurance man.

Wm. W. Tapley, of the Milton-Bradley Co., Springfield, Mass., was detained from going to the Charleston meeting owing to the illness of his father.

Mr. H. Stevenson has taken a position with the New York office of Silver, Burdett & Co. Mr. Stevenson will do field work, but is not limited to any given territory. He has back of him an active and interesting career. He served as assistant United States district attorney in the New England district and was a member of the interstate commerce commission. He is still a young man and has, no doubt, in him the ingredients that go to make a successful bookman.

Henry T. Dawson, of the University Publishing Co., was in evidence at Charleston. He wore a black silk shirt, a linen coat—and a genial smile, and looked a picture of comfort and coolness.

The Degree of Doctor of Philosophy (Ph.D.) has been conferred on Col. John A. M. Passmore, of Philadelphia, by Richmond college. Col. Passmore is well known as the representative of the American Book Co., and has been prominently identified with the educational interests of Pennsylvania. He was the recent president of the State Teachers' Association. Under his leadership it enjoyed the largest meet-



THE LATE SELIM S. WHITE,
Of Ginn & Company.

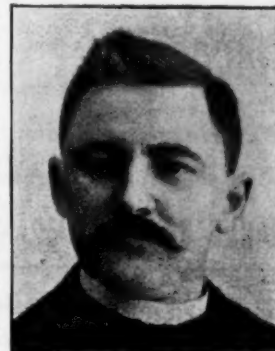
ing held during its entire history. The honor has been most worthily bestowed.

The death of S. S. White of Ginn & Company's Boston house removes an important figure in the educational publishing field. Having been engaged in the work for twenty-two years, and during that time as a member of one of the most important firms, he secured a following in the educational field through his qualities of head and heart, that was at once influential and valuable. Mr. White fully deserved the success that attended his efforts through life. This tribute will be accorded to him by all his former competitors. He was a splendid type of man, gifted in many ways, honorable in method and vigorous in action.

Manager Gilson of the Chicago branch said: "There was but one Selim S. White and the firm of Ginn & Company have met with a loss that cannot be replaced. He had not an enemy in the world, even among his competitors."

D. A. Fraser, for so many years and until recently the western manager at Chicago of the Educational Publishing Co. of Boston, has come East to organize a publishing business, and has now completed arrangements to that end. The name and style of the firm, whose first book—"Language Reading Lessons"—has just appeared, will be known as D. A. Fraser & Co., with headquarters at 110 Boylston street, Boston. Mr. Fraser is one of the well-known and has been one of the most energetic school book men in the western field, and, although he has located at Boston, we anticipate that he is soon to branch out to Chicago, where he is better known. We know his many friends there and in the West will be glad to be informed as to where to communicate with him. He expects to send out announcements of other new books Sept. 1. In connection with his regular business, he will take charge of the New England agency of the educational department of T. Y. Crowell & Co., of New York. We wish Mr. Fraser an abundance of success.

C. F. Newkirk, who served as the Western manager of Houghton, Mifflin & Co. for a number of years, has assumed the management of the educational department of Rand, McNally & Co., Chicago. Mr. Newkirk succeeds Mr. Fred McNally, who will turn his attention to other branches of the concern. W. E. Bloomfield will succeed Mr. Newkirk with Houghton, Mifflin & Co. Chicago office.



C. F. NEWKIRK,
Chicago.

The selection of Mr. Newkirk, who is known as an aggressive as well as successful bookman, is said to be in line with the policy of Rand, McNally & Co. to make the educational department an important feature in their business. The agency force has been strengthened by adding several strong men.

Bookmen during the past few years have changed their vocation by accepting public office, going into the insurance business, taking up the profession of law, or by going back to the teaching profession. But here is one who has joined the ministry. Henry Willmann was con-

connected with the University Publishing Co., New York, until five years ago, when he came West and entered upon his studies for the Episcopalian ministry. In June last he was ordained and given charge of St. Bartholomew's Church, Pewaukee, Wis. The young reverend gentlemen, while still a student, established and built the church



REV. HENRY WILLMANN,
Formerly Representative of the
University Publishing Co.

of which he is now the pastor. This display of energy and business capacity is no doubt due to his training as a bookman, an experience which will no doubt be valuable even in his chosen field. Rev. Willmann has the blessings and well wishes of his former colleagues, and of this journal.

SCHOOL SANITATION AND DECORATION.

By Severance Burrage, B. S.,

Of the Dept. of Sanitary Science in Purdue University.

and Henry Turner Bailey,

State Supervisor of Drawing in Massachusetts.

It is the purpose of this book to contribute to the forces which are co-operating to produce the crowning race in America—the race that shall have the piety so happily defined by Dr. W. T. Harris—"the piety not merely of the heart, but the piety of the intellect that beholds truth, the piety of the will that does good deeds wisely, the piety of the senses that sees the beautiful and realizes it in works of art."

CONTENTS.

- Chap. I.—Location of Schools.
- " II.—Construction and Requirements of School Buildings.
- " III.—Principles of Ventilating, Heating and Lighting.
- " IV.—Sanitary Problems of the Schoolhouse.
- " V.—School Furniture.
- " VI.—The Schoolroom.

- Chap. VII.—Schoolroom Decoration.
- " VIII.—The Old Country Schoolroom.
- " IX.—School Children.
- " X.—Influence of School Life Upon the Eyes.
- " XI.—School Authorities and Patrons.
- " XII.—Beauty in School Work.

APPENDIX—Classified list of Works of Art for Schoolroom Decoration. THE ILLUSTRATIONS—nearly 100 in number—include reproductions of great masterpieces, plans and elevations of school buildings, specimens of artistic work by pupils, and many suggestive diagrams.

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Etc., Etc.

FOR SCHOOL USE.

Heating & Ventilating.

Torrington, Conn. The contract for heating, lighting and ventilating the addition to the South school was captured by the Fuller-Warren Co.

Harrisburg, Pa. According to the report of the secretary of the board of education the Smead system of heating and ventilating is the most expensive to maintain.

Streator, Ill. The American Warming and Ventilating Co.'s system installed in the new school building.

Baton Rouge, La. The American Warming and Ventilating Co. captured the heating contract. Their blast system will be installed.

Hamilton, O. The board authorized the Colt & Smead Co. to make changes in the heating and ventilating apparatus of the new Second ward school.

Utica, N. Y. The newly erected school has been equipped with the Johnson temperature regulating system.

Onawa, Ia. The school board has let the contract for the heating plant for the new school building to the American Warming and Ventilating Co., of Chicago. The plant is a hot air furnace.

Charleston, W. Va. The Peck-Williamson Co., of Cincinnati, O., was the successful bidder on the ventilating apparatus for the Mercer school building.

Clinton, Ia. The contract for the ventilating and heating plant for the Jefferson school building was let to the Brice Heating and Ventilating Co., of Toledo, O.

Burlington, Ia. The board has entered into a contract with the Peck-Williamson Co., of Cincinnati, O., to install four furnaces with ventilating system in West Madison school.

Ft. Dodge, Ia. The following firms offered bids for the school house heating contract: The American Heating and Plumbing Co., Brice Heating and Ventilating Co., Sturdevant & Co., Wallace & McNamara, and the Peoria Heating Co.

Mansfield, O. The board entered into a contract with the Colt & Smead Furnace Foundry Co. for supplies and repairs on the heating and ventilating systems in several of the schools.

Grand Rapids, Mich. The Weatherly & Pulte Co. has been doing some repair work on several of the heating and ventilating systems in the schools.

Stoneham, Mass. The following firms submitted bids for furnishing the heating system in the new high school: Fuller & Warren Co., Magee Co., and Smith-

Antony Co. The latter firm was the successful bidder. Centerville, Md. The school commissioners awarded the contract for supplying heating apparatus for the new high school building to Weaver & Hoffman, of Baltimore.

Cedar Falls, Ia. Contract for heating and ventilating system to be placed in new school building on Main street awarded to Boehmler & Sheerer.

Millbury, Mass. J. H. Ferguson & Co. have the contract to furnish two Smith & Antony furnaces to be used in the heating and ventilating system at the Providence street school house.

Haverhill, Mass. Agent Underhill, of the Fuller-Warren Co., attended the late meeting of the board, and he explained plans which his company had drawn for the heating and ventilating of the new school house.

Lynn, Mass. The contract for heating apparatus for the Coburn street school awarded to the Fuller-Warren Warming and Ventilating Co.

An American College in Strassburg.

David K. Goss, ex-superintendent of schools of Indianapolis, Ind., has located in Germany. At Strassburg he has opened an American college. It is Mr. Goss' aim by establishing this institution, although insisting upon general training, to furnish exceptional advantages for American boys:

(a) Fitting students for entrance and advanced standing in American colleges and universities.

(b) Preparation for commercial career, especially that involving international transactions.

(c) Training boys for public service, especially that in foreign stations.

The school offers a general course of study requiring German, French, English, Latin, mathematics, history and geography, drawing and physical culture.

The commercial course provides for the study of Spanish, bookkeeping and commercial practice.

Optional studies are Greek, Italian, Spanish and the natural sciences.

Instruction in modern languages is, in every case, by native teachers of recognized standing, resident at the school.

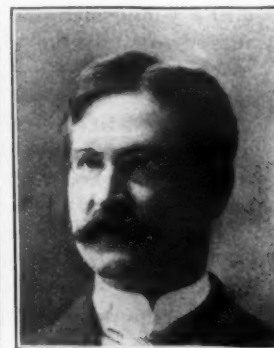
There is no standard of entrance, for every boy begins where his preparation leaves off—the work is practical individual instruction. Every boy is prepared for the special end in life which he or his parents may select and moves forward in his study at the highest rate of progress consistent with his natural powers, mental and physical.

Strassburg has been selected as the seat of the school, because of its central location among the capitals of Europe; its soft climate; sanitary conditions; the number of its advantages in schools, theaters, conservatory, great university and libraries, and because its population speaks both French and German.

The faculty of the institution is made up of strong men who are deserving of every support in their undertaking.

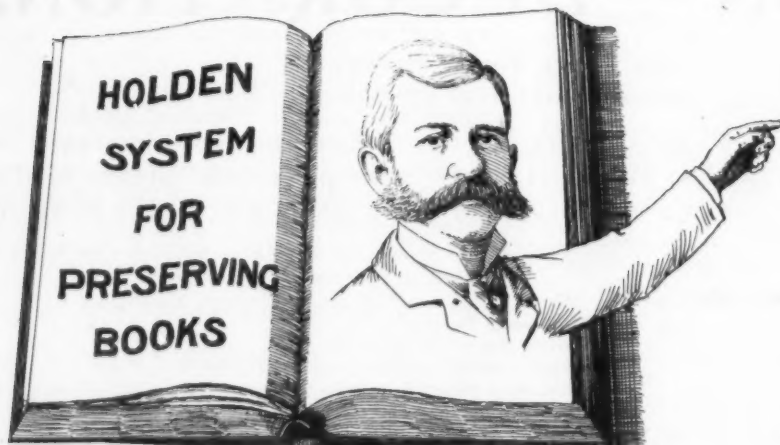


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Supt. elect Elkhorn, Wis.



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New Books on Algebra.

The books on algebra published by Fisher & Schwatt, of Philadelphia, are attracting attention by the teaching forces and have elicited some splendid testimonials. Here is one which illustrates the character of the letters received by the authors, who are also their own publishers:

You have written the most logical treatise on algebra that I have read, with a simplicity and clearness of style, and purity of diction, that cannot fail but impress all who read your work.

Your books indicate decided originality, its mathematical laws being evolved, not from the old ruts of illustration, but from within the province of the science itself.

It is not possible in a brief review to comment upon the many points of excellence and refreshing originality of your work, but I must especially remark upon the ingenuity displayed in establishing the method of subtraction (including the subtraction of a greater from a lesser number), the easy conception of a negative number, the safeguards against mistakes in the roots of an equation afforded by excepting zero as an admissible divisor of each member, and by the introduction of the idea of an "equivalent equation." The type, too, is excellent.

To those desiring a logical treatment of a logical science, an original presentation of a hackneyed subject, an extension of the varieties of an equation to a new class requisite for guarding against erroneous roots, the induction of laws and principles operative for a science and evolved from within the science to which those laws apply, I recommend your work, believing that the best results will follow from its teaching, not alone through knowledge of principles acquired in its study, but also through the benefit derived from practice in the correct reasoning by which those principles are demonstrated.

In my opinion, the "Rudiments" are well suited to children taking a one-year course in algebra, while "Secondary Algebra" is well adapted to the general school course, and both are presented in so simple a manner that they can be readily understood by youthful minds of school boys. I expect to introduce the "Secondary Algebra" into my class next October.

(Signed) CHAS. J. COLCOCK,

Head Master of the Porter Military Academy.

INTRODUCTION TO SCIENCE. By Alex. Hill, M. D. The Temple Primers. 140 pages. Price 40 cents. Published by the Macmillan Co., New York, Chicago. (For sale at Des Forges & Co., Milwaukee, Wis.)

Another of the publishers' neat pocket editions of first-class writings. This unpretentious book contains a statement of the first principles of science, expressed in plain, simple language. But it is not a child's book. Difficult questions and unsolved problems are considered. The limitations of science are conceded. Consciousness cannot be investigated by the senses. A 4-year-old child, kissing her father good night, asked him, "Where do I go to when I go to sleep? Do I go away from myself and come back again in the morning?" He could only answer, "I do not know." The age of the earth,

the ultimate constitution of matter, the origin of species, nerve-fibres and nerve-cells, and other subjects are discussed in the light of the latest researches. These are discussed with candor, and nothing is claimed as known that has not been fully proved. Not the least interesting part is that concerning the use of our senses and the ways in which we obtain knowledge. How many of our conclusions and experiences are reliable? The discussions will lead us to carefully examine our processes of thought.

COMENIUS AND THE BEGINNINGS OF EDUCATIONAL REFORM, by Will S. Monroe, A. B., Professor of Psychology and Pedagogy in the State Normal School at Westfield, Mass. 184 pages; price, \$1.00 net. Published by Chas. Scribner's Sons, New York.

This volume is evidently the beginning of a series entitled "The Great Educators." Nicholas Murry Buttler is the editor. The reform movement in education from Vives, Bacon and Ratke to Comenius is traced in this work. It reproduces the atmosphere in which the genius of Comenius asserted itself. The life and labors of the great schoolmaster, his philosophy of education, his influence, etc., are fully treated.

Messrs. Isaac Pitman & Sons, New York City, have in press, for early publication, "Pitman's Twentieth Century Business Dictation Book and Legal Forms," being an American commercial dictation book for schools without reference to the system of shorthand taught. This work will cover some fifty distinct lines of business, together with legal forms and a judicious selection of practice matter for general dictation. In addition it will include chapters in spelling, punctuation, capitalization, and shorthand practice talks with the amanuensis. This matter will be counted for speed practice for use in either shorthand or typewriting. This work will contain some 256 pages, and will be the most complete of its kind on the market. This

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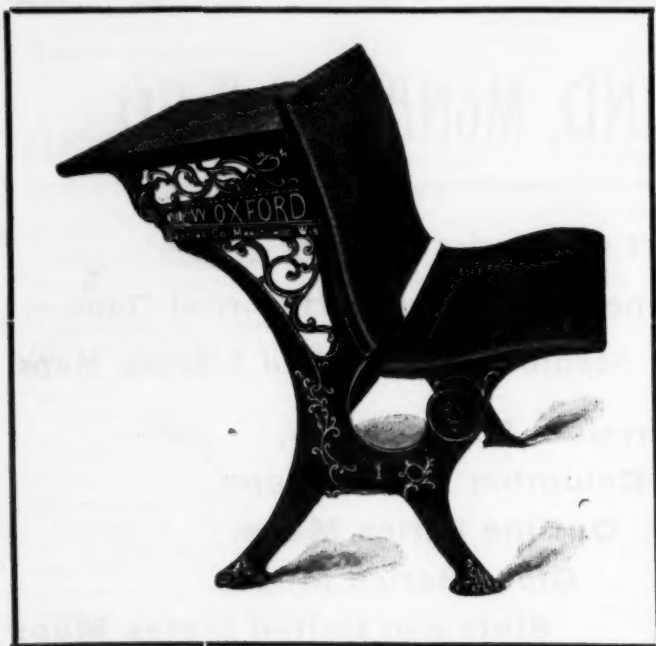
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DOCTORS FOOD TALK.

Selection of Food One of the Most Important Acts in Life.

Old D. Hanaford of Reading, Mass., says in the "Messenger": Our health and physical and mental happiness are so largely under our personal control that the proper selection of food should be, and is, one of the most important acts of life.

"On this subject, I may say that I know of no food equal in digestibility, and more powerful in point of nutriment, than the modern Grape-Nuts, four heaping teaspoons of which is sufficient for the cereal part of a meal, and experience demonstrates that the user is perfectly nourished from one meal to another.

"I am convinced that the extensive and general use of high class foods of this character would increase the term of human life, add to the sum total of happiness and very considerably improve society in general. I am free to mention the food, for I personally know of its value."

Grape-Nuts food can be used by babes in arms, or adults. It is ready cooked, can be served instantly, either cold with cream, or with hot water or hot milk powered over. All sorts of puddings and fancy dishes can be made with Grape-Nuts. The food is concentrated and very economical, for four heaping teaspoons are sufficient for the cereal part of a meal.

Forthcoming Books.

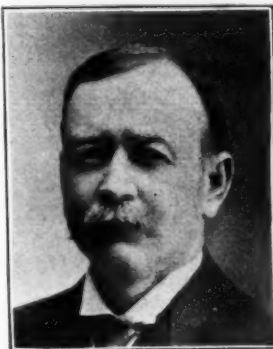
Laird & Lee are greatly strengthening their juvenile department this season by the addition of three volumes of unusual merit. The first one, of a beautiful royal quarto album shape, is printed in nine colors, and entitled "Baby Goose; His Adventures." Text and illustrations are entirely dissimilar in design and tints from anything ever attempted in this country or Europe. The story—a continuous tale—is by the experienced pen of Fannie E. Ostrander, and is replete with humorous and quaint verse, such as the little ones—and the grown-up ones, too—delight repeating over and over again. The illustrations, by R. W. Hirschert—one for every page—are simply exquisite, and nothing has appeared so dainty and droll since the world-famous albums of Boutet de Monvel, which it equals in every respect. The covers, front and back, are perfectly fetching, and parents and children alike will be unable to resist the temptation of an immediate purchase. The 12,000 copies of the first edition are ordered before the book is off the press. There is no doubt that Laird & Lee have struck here one of the greatest successes of the coming season.

"A Fairy Night's Dream; or, The Horn of Oberon," by Katharine Elise Chapman, with eleven full-page half-tone illustrations by Gwynne Price, is another sure seller for the fall and winter. It is a large royal quarto, printed on superb paper, and with frontispiece and cover in four colors. The story is delightfully winsome and pure, with many touches of delicate humor. It is adapted for young and old alike, although it must rank among high grade juveniles. The fancy of Shakespeare in its purest vein has been continued by Miss Chapman into the realms of Fairyland and will bring boundless pleasure to the readers.

The third book is presented as a worthy companion to that immortal classic, "The Heart of a Boy," by Edmondo de Amicis. This time the author is a talented American lady, Annie G. Brown, with many a success already to her credit. The excellent title is "Fireside

Battles," and the tale proves as exciting as it is humorous and elevating—a rare and most happy combination. There are thirty-one illustrations by that master of the craft Joseph C. Leyendecker. The cover is a marvel of classical designs executed in five colors and gold. No more beautiful present can be selected for girlie or maiden. We shall have something more to say, shortly, about other standard works to be issued by this energetic Chicago firm.

Among school board presidents there is none more prominent in any city than the Hon. Warren Bigler, of Wabash, Ind. Mr. Bigler has been at the head of the Wabash board of education for nearly six consecutive terms of three years each. His elections were always unani-



HON. WARREN BIGLER,
President Board of Education,
Wabash, Ind.

unanimous, no vote ever being cast against him. He has witnessed the steady growth of Wabash from the time when it possessed but one 8-room school building, till now when it can show five large ward grammar schools and a high school building. The free public library, of which the city is very proud, was established mainly through his untiring efforts. Mr. Bigler has, since 1876, been one of Wabash's honored and respected citizens. In that year he came to that city from Shelbyville, Ind., where he was born. From the first he proved successful in his business undertakings and has succeeded in accumulating quite a nice fortune.

Mr. Bigler is a university graduate. He is a great reader and a ready conversationalist in philosophy, literature, art, music, and the drama. It is said that he has the finest and most select private library in his house in Indiana.

For twelve years Mr. Bigler was chairman of the Wabash County Republican committee, and is now a member of the Indiana State Republican committee, also its secretary. He has never held any other office than president of the school board and has never sought any office, either elective or appointive. His fellow citizens are proud of him, and being yet a young man, the future may have many honors in store for him.

The Albany Teachers' Agency has removed its offices from 24 State street to 81 Chapel street,

opposite the new hotel, Ten Eyck, Albany, N. Y. This is the best location in the city and is fully equal to that of any agency in either New York or Boston. It consists of three well lighted and pleasant rooms on the third floor and is reached by an electric elevator. Mr. Harlan P. French, the manager, is an experienced teacher's agent, who has increased his business every year since he began ten years ago. During the past two years his old quarters were altogether too small.

DEAFNESS CANNOT BE CURED

by local applications as they cannot reach the diseased portion of the ear. There is only one way to cure deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of the mucous lining of the Eustachian Tube. When this tube is inflamed you have a rumbling sound or imperfect hearing, and when it is entirely closed, Deafness is the result, and unless the inflammation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases out of ten are caused by Catarrh, which is nothing but an inflamed condition of the mucous surface.

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The Glorious Fourth.

Teacher (class in history)—Now, Patrick Henry Butts, what happened on the Fourth of July?

Master Butts (enthusiastically)—Me little brudder got his eye blowed out, and Pop singed off his whiskers!



A Mean Insinuation.

Banker—Now, professor, let us sit down in that quiet corner of the conservatory for a pleasant exchange of thoughts!

Professor—You are incorrigible! You are always thinking of driving a profitable bargain!

Too Stylish.

Country School-teacher (displaying his knowledge)—Dickens was a fine writer, but I don't like his style.

School Trustee—Yes; I guess nearly all them lit'ry fellers is too stuck-up.

What Was He to Do?

Sunday-school Teacher—You should not fight, Tommy. If thine enemy smite thee on the right cheek, turn to him the other.

Tommy Smathers.—He gimme a jab on both cheeks, an' I did n't have no more to turn him.

"Fractions is awful tough," said Tommy. "I'll be glad when I'm a man like pa, and forget all about them like he does."

Meteorologisches.

Lehrer: "Wie entsteht der Nebel?"

Karl: "Durch die Sterne."

Lehrer: "Oho, das ist neu."

Karl: Ja, meine Mutter sagte erst gestern, so oft der Vater den "Weissen Stern" oder den "Rothen Stern" aussucht, wird er benebelt."



A Walking Encyclopedia.

Professor—Have you an encyclopedia in this hotel.

Bellboy—No, sir; but what do you wish to know?

Grammar Comes Last.

"I've heard," he said to the man from Oklahoma—"I've heard that they didn't pay much attention to grammar in some of the territories."

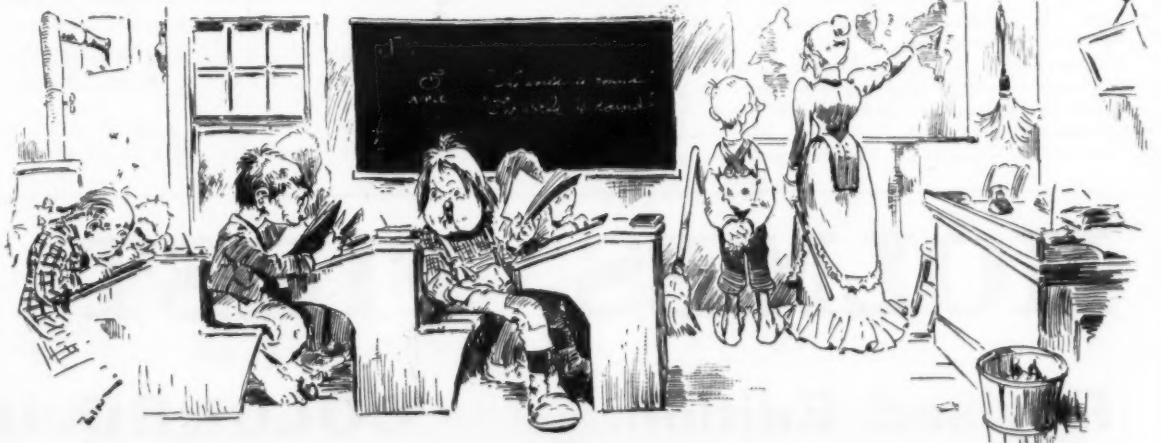
"Waal, I dunno," replied the other.

"I mean correct language, you know."

"Yes, I know what you mean, but I was wondering whether you'd be so mighty particular about grammar if you stood in front of two guns with your hands up. If you was, you'd git two bullets with it, and the bullets would lead the way fur the grammar!"

"Are you enjoying your vacation?" inquired a neighbor.

"Yes," replied Tommy, "but I'd have a heap better time if it wasn't fer thinkin' about school taken' up ag'in."



Inquisition Methodical.

Tommy (whispering)—Say, Chimmy, why don't yer show de teacher yer mumps, so she will let yer go home.

Chimmy (horrily)—'Sh! yer idyut. I wants to have the whole school ketch de disease, so as I kin have some uv de fellers ter play wid.—JUDGE.

The Exhibit of the DIXON CRUCIBLE Co. at the meeting of the N. E. A. at Charleston, S. C., was greatly enjoyed by all the visiting teachers.

Samples of their new solid crayons in twelve colors were given to all. Any teacher that was unable to attend that meeting can have a sample box sent to her by sending sixteen cents in stamps to the

JOSEPH DIXON CRUCIBLE CO.,

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Fearing that reform in spelling will be introduced in the curriculum of the Chicago schools, and that the children may be retarded by any change, a number of over-anxious parents have written to the board of education, deploring the prospective change and asking that it be not made. One of these letters addressed to President Harris of the board reads as follows:

"Mr. haris, presden Bord of eddicashun—dere Sir: i am Enformd thet u ar a goin to mak a chanj in the spellin bux and i rite becos i hav a son now attendin yur skole. Mi boy dont no nothin much abot the wa your a spellin now And if yu enten tu mak it eny hardir i Think he mite ez well kwit. Jims gud at lernin' jorg-rify and gramer, but kinda hiches in his spelin, he sez ez how he must git nu buks if yu chanj the sistem an i dont fele like pain out mor money fer somthin thet wont do him no good, so in uthur words, if yu wil let me no wat your intenshuns is, ile no wat to du in jims kase. Wen i went tu skul i never had no trubble lernin to spel And i dont onderstan wi Jim shud find it so hard now. yures Truly, THOMAS SEERS."

A New Meaning.

Teacher—George, you may give me a sentence explaining the word "insurrection."

George—If you eat green apples you'll have an insurrection."

Teacher that is wrong. Next!

George—Well, didn't you say an insurrection was an internal trouble?

The Mysterious Spell.

"There seems," remarked the romantic young man, as he looked moonward, "to be a mysterious spell in the atmosphere."

"There is," answered the young woman, who is a teacher in the public school. "I have been correcting examination papers all day."

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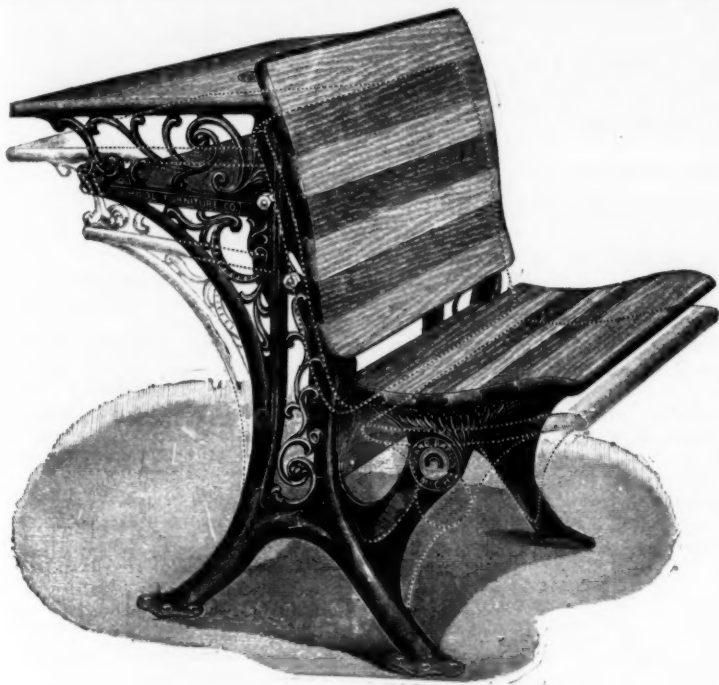
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(Mention this paper.) CHICAGO, ILL.

School Board Journal

New School Buildings.

Colorado Springs, Colo. Architect T. P. Barber has prepared plans for a school at the request of the board of education.

Sound Beach, Conn. A new school according to plans of Architect Harry C. Frost, New Haven, Conn.

Bridgeport, Conn. New school house in the north end. Plans drawn by Architect H. A. Howe, Jr.

Jacksonville, Ill. A new high school is to be built.

Salem, Ind. A new 2-story school.

Oakland, Ind. This city is ready for bids for a modern school building. Plans and specifications are ready.

Crothersville, Ind. A new 2-story, 10-room school, according to plans of Architect C. F. Sparrell.

Martinsville, Ind. Contract to erect new high school has been awarded.

Seymour, Ind. Arrangements are being made for a new \$25,000 high school.

Buffalo, Ia. Contract for building new school awarded.

Charles City, Ia. A new \$10,000 school.

Kanawha, Ia. A new \$4,000 school.

Whittemore, Ia. Bids for erecting a new school have asked for.

Sioux City, Ia. Architect J. D. Skene has made plans for a 4-room school building at East Morningside.

Shenandoah, Ia. A new school in the Second ward.

Elkader, Ia. Ground for new school has been broken.

Hayfield, Ia. A new 2-story school.

Faulkner, Ia. Bids for building a new school have been asked.

Kingsted, Ia. Award of contract for building new school soon to be made.

Albia, Ia. The erection of a new school to be accomplished this summer.

Hocking, Ia. A new school to be built.

Topeka, Kan. A new \$10,000 school according to plans of Architect L. M. Wood.

Oldtown, Me. Architect W. E. Mansur, Bangor, Me., has plans for a high school building for this city. To cost \$15,000.

Lighton, Mass. A new 3-room school.

Lawrence, Mass. Estimates have been submitted for a new school house.

Bangor, Me. A new school is about to be built.

Orono, Me. Write E. E. King regarding the erection of a new school.

Charlestown, Md. The board is considering plans submitted for a 2½-story school.

Baltimore, Md. A new \$50,000 school is being erected in this city.

Marquette, Mich. A new \$15,000 school.

Wells, Mich. A new school according to plans of Architect T. J. Stephenson, Marinette, Wis.

Ontonagon, Mich. A new \$15,000 school.

Howard Lake, Minn. Contract for building new school awarded.

New Prague, Minn. A new high school. Plans by H. C. Gerlach, architect, Mankato, Minn.

Easton, Minn. Contract for the erection of a \$5,000 school awarded.

Chaska, Minn. A new school according to plans of Architects Tenbush & Hill, Duluth.

Billings, Mont. Contract for building new school awarded.

Elk Creek, Neb. A new 4-room school. To cost \$4,000.

Westfield, N. J. A new graded primary school is to be built.

Brooklyn, N. Y. A new school at southwest corner Park avenue and Fifty-ninth street, Borough of Manhattan.

Poughkeepsie, N. Y. Architect W. J. Beardsley, 42 Market street, has plans for a large addition to the high school.

New York, N. Y. A new \$140,000 school on 163d street, between Morris and Grant avenues.

Buffalo, N. Y. An addition is to be made to school No. 37.

Yonkers, N. Y. A new school according to plans of Architect C. C. Chipman, 220 Broadway, New York city.

Cavaler, N. D. A 4-room addition to present school is to be made.

Cincinnati, O. The board is contemplating having plans prepared for a 16-room school house, to cost \$60,000.

Chillicothe, O. A new high school. To cost \$40,000. Plans drawn by Yost & Packard and H. Spielman, associated architects, Columbus.

Blanchester, O. A new school according to plans of Architects Samuel Hannaford & Sons, Cincinnati.

Shelby, O. Bids for the erection of a new high school have been received.

West Liberty, O. Contract for erecting new school awarded.

McGonigle, O. A new school is to be built.

Cleveland, O. A new high school is in course of erection.

Rutland, O. A new 3-room school.

Allegheny, Pa. A manual training school is to be erected in the First ward. Bids for its erection have been asked.

Waynesboro, Pa. A new school 96x110 feet, 2-story. To cost \$40,000.

Easton, Pa. The school board intends to build an addition to the Stevens school.

Farnwell, S. C. A 2-story school house according to plans of Architects W. B. Smith, Whaley & Co., Columbia, S. C.

Sioux Falls, S. Dak. Contract for addition to east side school awarded.

Keystone, S. Dak. Bids for erecting new school received.

Roscoe, S. Dak. The erection of a new school is now a certainty.

Faulkner, S. Dak. A new school is being erected.

Watertown, S. Dak. Write M. Scott regarding the erection of a new school.

Lead, S. Dak. Architect John W. Gibbs has drawn plans for a new school.

Martin, Tenn. A \$10,000 school, 60x76 feet.

Spokane, Wash. A new school according to plans of Architects Held & Permain.

Felida, Wash. Write to Burt Mitchell regarding the erection of a new school.

Davenport, Wash. A new \$12,000 school.

Clarkston, Wash. A \$4,000 school is to be built immediately.

Clarksburg, W. Va. Contract to build the new \$10,000 school on Street street awarded.

Waupaca, Wis. An addition to high school is being made.

Athens, Wis. A new school according to plans of Architect J. H. Jeffers, Stevens Point, Wis.

La Crosse, Wis. An 8-room addition to school located corner Sixteenth and Vine streets.

Shullsburg, Wis. A graded high school is to be erected.

La Farge, Wis. It is contemplated to erect a \$9,000 school. Architects Chandler & Park, Racine, Wis., are preparing the plans.

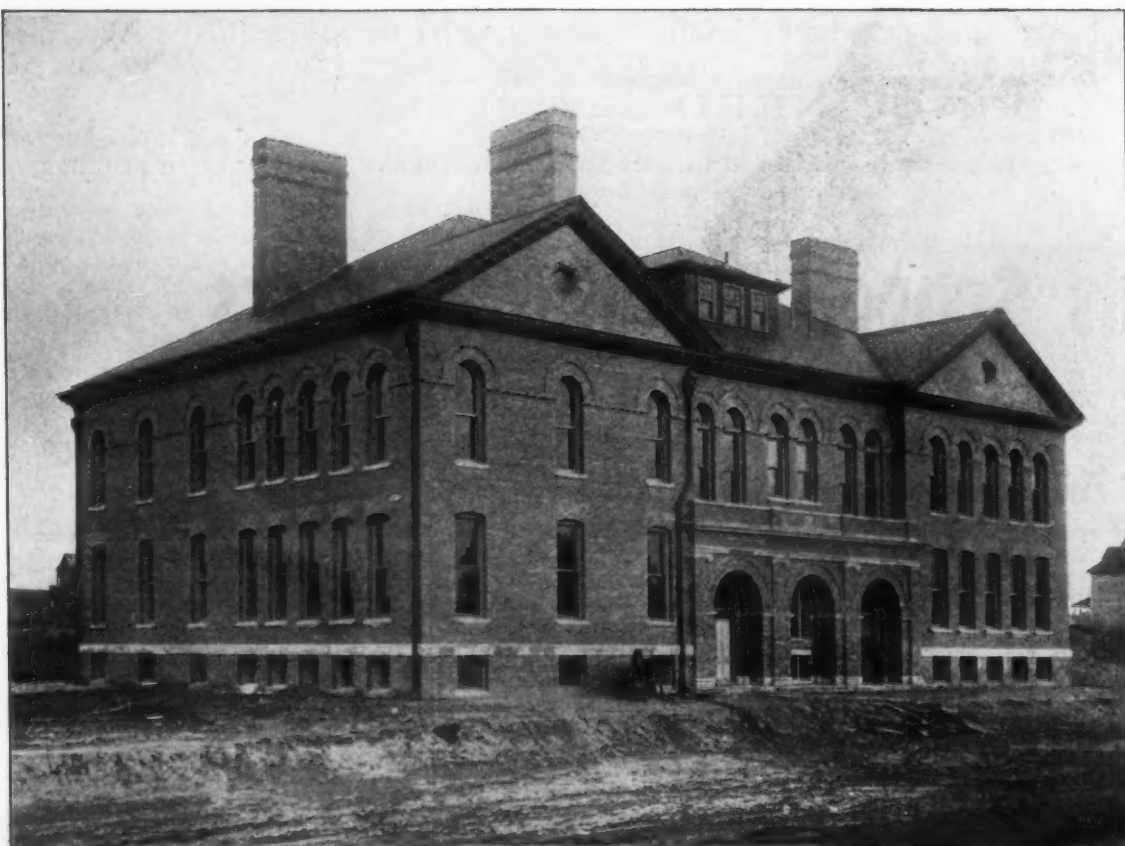
Florence, Wis. A new \$7,000 school. Plans drawn by Architect J. E. Clancy.

The American School Furniture Co. proved the successful bidder for school desk contract at Bridgeport, Conn. The contract called for 500 school desks.

The Grand Rapids School Furniture Works captured contract for school furniture at Piermont, N. H.

The town of Portsmouth, N. H., placed order with the Chandler Adjustable Chair and Desk Works for school furniture.

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DIRECTORY SCHOOL SUPPLY AND EQUIPMENT DEALERS

This directory has been prepared for the convenience of Secretaries, Boards of Education and school officials who contemplate the erection of school houses and the purchase of School Furniture, Supplies and Equipment. The names of reliable firms only are listed. Write them for estimates and other information.

<p>Apparatus. McIntosh Battery & Optical Co. Chicago L. E. Knott Apparatus Co. Boston Educational Ass'n. Chicago Standard School Fur. Co. E. W. A. Rowles. Central Sch'l Supply House, Chicago Lab. Sup. & Scale Co. A. H. Andrews Co. Boston Franklin Educational Co. School & Office Supply Co. Grand Rapids, Mich. L. A. Murray. Kilbourn, Wis. E. G. Smith. Columbia, Pa. Chas. W. Holbrook. Windsor Locks, Conn.</p> <p>Artificial Slate. O. C. Clark & Co. Cleveland, O. Standard School Fur. Co. Chicago Central School Supply House C. F. Weber & Co. L. A. Murray. Kilbourn, Wis. American School Furniture Co. Grand Rapids School Furniture Co. Thos. Kane & Co. Works, Cleveland School Furniture Works, Chandler Adjustable Chair & Desk Works. Boston.</p> <p>Bells. Meneely Bell Co. Troy, N. Y. McShane Bell Foundry Baltimore, Md. Central Sch'l Supply House, Chicago. Peckham, Little & Co. New York City. Standard School Fur. Co. Chicago. E. W. A. Rowles. E. G. Dann & Co. A. H. Andrews Co. C. F. Weber & Co. L. A. Murray. Kilbourn, Wis. J. L. Hammett Co. Boston-New York St. Louis Bell Foundry, St. Louis, Mo.</p> <p>Black Boards. O. C. Clark & Co. Cleveland, O. Educational Ass'n. New York-Chicago Standard School Fur. Co. Central Sch'l Supply House. E. G. Dann & Co. E. W. A. Rowles. The Caxton Co. A. H. Andrews Co. School & Office Supply Co. Grand Rapids, Mich. Thos. Kane & Co. Racine, Wis. L. A. Murray. Kilbourn, Wis. J. L. Hammett Co. Boston-New York Peckham, Little & Co. New York Potter & Putnam Co. New York Sterling School Supply Co. Mt. Sterling, O. American School Furniture Co. Grand Rapids School Furniture Co. Thos. Kane & Co. Works, Cleveland School Furniture Works, Chandler Adjustable Chair & Desk Works. Boston</p> <p>Blinds. Central Sch'l Supply House, Chicago. Standard School Fur. Co. E. W. A. Rowles. A. H. Andrews Co. L. A. Murray. Kilbourn, Wis. Peckham, Little & Co. New York</p> <p>Badges. Bunde & Upmeyer. Milwaukee. Central Sch'l Supply House. Chicago.</p> <p>Book Covers. 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Boston</p>	<p>Chandler Adjustable Chair & Desk Works. Boston.</p> <p>Heating and Ventilation. The Powers Regulator Co. Chicago Am. Warming & Ventilating Co. Chicago Lewis & Kitchen. Kansas City, Mo. Peck-Williamson Co. Cincinnati, O.</p> <p>Ink and Ink Wells. O. C. Clark & Co. Cleveland, O. Carter's Ink Co. New York-Chicago H. D. Kirk. Thos. Kane & Co. Racine, Wis. Central Sch'l Supply House, Chicago Educational Ass'n. The Caxton Co. E. G. Dann & Co. Standard Sch. Furniture Co. E. W. Rowles. A. H. Andrews Co. C. F. Weber & Co. L. A. Murray. Kilbourn, Wis. Peckham, Little & Co. New York J. L. Hammett Co. Boston-New York Sterling School Supply Co. Mt. Sterling, O. Potter & Putnam Co. New York</p> <p>Kindergarten Supplies. Smith & White Mfg. Co. Holyoke, Mass. J. W. Schermerhorn & Co. New York. Thos. Charles & Co. Chicago, Ill. E. W. A. Rowles. Milton Bradley & Co. Springfield, Mass. J. L. Hammett Co. Boston-New York</p> <p>Lead Pencils. Eberhard Faber. New York Eagle Pencil Co. Joseph Dixon Co. Jersey City, N. Y.</p> <p>Maple Lanterns. McIntosh Stereopticon Co. Chicago Central School S. House. Chicago.</p> <p>Maps. O. C. Clark & Co. Cleveland, O. Peckham, Little & Co. New York Central Sch'l Supply House, Chicago. Thos. Kane & Co. Racine, Wis. E. W. A. Rowles. Educational Ass'n. Chicago Standard S. F. Co. Western Pub. House. Century School Supply Co. A. H. Andrews Co. C. F. Weber & Co. Rand-McNally & Co. L. A. Murray. Kilbourn, Wis. J. L. Hammett Co. Boston-New York Potter & Putnam Co. New York McConnell School Supply Co. Philadelphia</p> <p>Manual Training Supplies. W. C. Toles & Co. Irving Park, Chgo Hammacher & Schlemmer Co. N.Y. Chandler & Barber. Boston</p> <p>Mutelage. Central Sch'l Supply House, Chicago. Educational Ass'n. Chicago E. W. A. Rowles. Standard S. F. Co. E. G. Dann & Co. C. F. Weber & Co. Peckham, Little & Co. New York J. L. Hammett Co. Boston-New York</p> <p>Outline Blackboards. E. G. Dann & Co. Chicago</p> <p>Pencil Sharpener. O. C. Clark & Co. Cleveland, O. F. H. Cook & Co. Leominster, Mass. E. W. A. Rowles. Chicago Standard School Fur. Co. A. B. Dick & Co. E. G. Dann & Co. Central Sch'l Supply House, Chicago. A. H. Andrews Co. J. L. Hammett Co. Boston-New York C. F. Weber & Co. Peckham, Little & Co. New York Sterling School Supply Co. Mt. Sterling, O.</p> <p>Pens. Geo. F. King & Co. Boston. The Esterbrook Pen Co. New York. Eagle Pencil Co.</p> <p>Program Clocks. Fred. Frick. Waynesboro, Pa. Blodgett Bros. Boston</p>	<p>Projection Lanterns. McIntosh Stereopticon Co. Chicago.</p> <p>Physical and Chemical Apparatus. L. E. Knott Apparatus Co. Boston Central Sch'l Supply House, Chicago. E. W. A. Rowles. Chicago Franklin Educational Co. Chicago Lab. Sup. & Scale Co. E. H. Sargent & Co. Chicago</p> <p>Relief Globes. Relief Maps. E. W. A. Rowles. Chicago. Western Pub. House. Central Sch'l Supply House. E. G. Dann & Co. A. H. Andrews Co. L. A. Murray. Kilbourn, Wis.</p> <p>School Furniture. O. C. Clark & Co. 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Chandler Adjustable Chair & Desk Works. Boston. Slate Frame Cushions. Gustave Beyer. Milwaukee</p> <p>School Supplies. O. C. Clark & Co. Cleveland, O. Smith & White Mfg. Co. Holyoke, Mass. J. W. Schermerhorn & Co. N. Y. City Peckham, Little & Co. New York City Thos. Kane & Co. Racine, Wis. Educational Ass'n. Chicago E. W. A. Rowles. Century School Supply Co. E. G. Dann & Co. Central Sch'l Supply House, Chicago Standard Sch'l Furn. Co. The Caxton Co. A. H. Andrews Co. Hinds & Noble. New York. C. F. Weber & Co. Rand-McNally & Co. L. A. Murray. Kilbourn, Wis. Peckham, Little & Co. New York Chandler & Barber. Boston J. L. Hammett Co. Boston-New York Sterling School Supply Co. Mt. Sterling, O. Potter & Putnam Co. New York The McConnell School Supply Co. Denver. McConnell School Supply Co. Philadelphia American School Furniture Co. Grand Rapids School Furniture Co. Thos. Kane & Co. Works, Cleveland School Furniture Works, Chandler Adjustable Chair & Desk Works. Boston</p> <p>Slatings. O. C. Clark & Co. Cleveland, O. Jas. L. Foote. Slaton, Pa. The Holly Slicate Slate Co. New York Central Sch'l Supply House, Chicago. E. G. Dann & Co. Standard Sch. Furn. Co. Chicago. E. W. A. Rowles. C. F. Weber & Co. L. A. Murray. Kilbourn, Wis. J. L. Hammett Co. Boston-New York Sterling School Supply Co. Mt. Sterling, O. Potter & Putnam Co. New York A. H. Andrews Co. Chicago</p> <p>Steel Pens. Central Sch'l Supply House. Chicago. E. G. Dann & Co. E. W. A. Rowles. C. F. Weber & Co. Peckham, Little & Co. New York. J. L. Hammett Co. Boston-New York Sterling School Supply Co. Mt. Sterling, O.</p> <p>Stereopticons. L. E. Knott Apparatus Co. Boston</p> <p>Teachers' Agencies. The Educational Exchange. Des Moines, Ia. Central Teachers' Bureau. Phila. Interstate Teachers Agency. Chicago Syracuse Teachers' Agency. Syracuse Schermerhorn Teachers' Agency. N.Y. Pratt Teachers' Agency. N.Y. Home. Boston. Bardeen's Teachers Agency. Syracuse, N. Y. Bridge. Boston, Chicago Albany. Albany, N.Y. Teachers' Exchange. Boston Teachers' Co-operative Ass'n. Boston and Albany, N.Y. Robertson's Teachers' Agency. Memphis, Tenn.</p> <p>Typewriters. Wyckoff, Beaman & Benedict. Chicago, New York. Am. Writing Mach. Co. Smith Premier Typewriter Co. Denmore Typewriter Co. Syracuse, N. Y. The Blickensderfer Mfg. Co. Chicago</p> <p>Waste Pokes. Hess & Curtis. Warsaw, Ind. E. W. A. Rowles. Chicago A. H. Andrews Co.</p> <p>Window Shades. Fred. H. Knapp. Chicago. Stockman & Moore Co. Buffalo, N. Y.</p>
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No one longs for a rest—a real recreation during the summer months amid the wilds of nature—more sincerely than does the teacher.

The opportunity for such a recreation is not always offered, and if offered, is frequently attended with so many difficulties as to become discouraging. The movement, however, inaugurated some months ago in Wisconsin towards securing a desirable tract of land and upon a basis would afford participation in its enjoyments by all teachers, has proven a success. A number of well known school men took hold of the matter, selected an ideal spot—on Spooner Lake, Washburn County, Wis. It is located three miles from the town of Spooner, 100 miles east of St. Paul, seventy-five miles north of Eau Claire, easily accessible by rail.

The large tract of land secured is covered with an abundance of trees, flowers, birds, wild berries, trailing arbutus, winter-green, wild animals, geological formations, mounds, and a village of Chippewa Indians. Boating, hunting and fishing are good.

Spooner Lake has a coast line of ten miles and contains four beautifully wooded islands. Mineral springs, trout brooks and lakes abound in the vicinity. Substantial board is furnished at "Rest Inn," a log hotel, at \$3 per week for table-board, or at \$4 per week, including bunk lodgings.

The association of teachers and their friends which has organized, is known under the name of Teachers' Rest Association. The memberships are secured in these ways:

1st. By the purchase of not less than eighty acres of good, wild land within six miles of the "Rest Inn." The price of the land is from \$2.50 per acre upwards, according to location, soil, etc. If the purchase is made through the association's authorized agents at Spooner, a lot fronting on Spooner Lake 50x100 feet is donated to the purchaser.

2d. By the purchase of a lot 50x100 feet, fronting on the lake, price, \$25.00, or rear lot same size, price, \$10.

3d. By the purchase of a rustic log house and lake front lot. Price, \$100.

The officers of the association are: President, J. G. Adams, Hayward; Vice-President, G. L. Bowman, West Superior; Secretary, A. B. West, Lake Mills; treasurer, A. H. Porter, Lake Mills.

Executive Committee: H. A. Adrian, River Falls; F. M. Jack, Milwaukee; W. J. Pollock, Milwaukee; E. U. F. Loether, Eau Claire.

Land Agents: W. C. Crocker, Spooner; Geo. W. Harmon, Spooner; local manager, G. A. Bushey, Spooner.

Directors: Chas. L. Harper, Madison; N. A. Harvey, Superior; F. T. Tucker, Neillsville; Isaac Peterson, Minneapolis; H. O. Manz, Eau Claire; J. M. Turner, Burlington; Wm. Geo. Bruce, Milwaukee; J. T. Hazard, Whitewater; Rev. J. W. Hadden, Spring Green; F. B. Fargo, Lake Mills; Isaac Mitchell, Spring Green; I. N. Stewart, Milwaukee; Geo. F. Snyder, Spring Green; C. V. Nevins, Oshkosh; D. D. Mayne, Janesville; G. E. Culver, Stevens Point; Mames

Hutton, Whitewater; J. B. Borden, Marshfield; Mrs. Mary D. Bradford, Stevens Point; Anna V. Monroe, Oshkosh; W. H. Lighty, St. Louis; Wm. Bradford, Stevens Point; G. H. Landgraf, Berlin; C. H. Maxson, Tomah; J. G. Skeels, Sharon.

For particulars address secretary A. B. West, Lake Mills, Wis., or the local manager, at Spooner Lake, Mr. G. A. Bushey.

Supplies and Equipments.

Phoenix, Ariz. Supt. S. M. McCowan, of the Phoenix schools for Indians, has just placed an order for four Densmore typewriters, which are to be used in instructing the Indians. These machines were sold in active competition with all the standard makes.

Chicago, Ill. The board ordered a supply of blackboard pointers purchased from the Caxton Co.; thermometers from the Fuller & Fuller Co.; granite ware drinking cups from Geuder & Paeschke, of Milwaukee; mortar barrows, claw hammers and cotton waste from H. Channon Co.; mimeograph paper from A. B. Dick Co.; maps and globes from McIntosh Stereopticon Co.; hardware from Orr & Lockett Hardware Co.; kindergarten material from Thomas Charles Co.; laboratory supplies from E. H. Sargent & Co., and blackboard erasers from W. H. Londergon & Co.

Quincy, Ill. The blackboard contract was awarded to the A. H. Andrews Co., of Chicago.

Monroe, Wis. Laboratory supplies purchased from E. H. Sargent & Co. The board has ordered from Frederick Dickinson eight stereoscopes and eight sets of stereoscopic photographs. The following are the names of the sets ordered purchased: "Palestine Set," "Grecian Set," "Swiss Set," "Italian Set," "Russian Set," "Egyptian Set," "Philippine Set," "Cuban and Porto Rican Sets."

Rutland, Vt. Drawing material procured from the Prang Educational Co., and general school supplies from the Vermont School Supply Co.

Batavia, N. Y. Kindergarten material purchased from the Milton-Bradley Co., and class registers from Allyn & Bacon.

The closing years of the 19th century have been marked by great changes in the map of the world. Great wars have been waged that have resulted in new political divisions in China, Japan, Corea, and Africa, and to Spain, practically the loss of her entire Colonial Empire. The United States has assumed a new position and a new responsibility by this vast enlargement of her territory. Political combinations have resulted in yet other changes, all of which demanded either a vast amount of corrections and changes on all maps heretofore issued or the making of a new series. After careful canvass of the subject, it was decided that a complete new series was demanded, and McConnell's series is now completed and herein submitted to the verdict of the educational public.

The new series consists of eight maps of the uniform size of 40x58 inches. They are lithographed in oil colors on a specially prepared white enameled map paper lined with cloth. It is a beautiful surface to print on, rendering the black print clear and sharp, and the color work bright and distinct.

Mr. H. D. Newson, formerly manager of the educational department of Harper & Bros., and late with Silver, Burdett & Co., has made an important move. He has organized the Newson

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"While reading the morning paper at breakfast, I frequently read over the advertisements of Postum Food Coffee and finally began to wonder if it was a fact that my daily headache and dyspepsia were due to coffee drinking.

"It never occurred to me that the warning fitted my case.

"I had been on the diet cure for more than ten years, having tried a strictly meat diet also a strictly vegetable diet and at other times left off breakfast for a time and again left off dinner, but all these efforts were futile in ridding me of the steady half-sick condition under which I labored.

I had never once thought of over-hauling "dear old coffee," but when it finally occurred to me to make the trial and take up Postum, I immediately discovered where the difficulty all these years came from. I now eat anything for breakfast, as much as I desire, doing justice to a good meal, and the same at lunch and dinner, with never a headache or other disagreeable symptom. My only "crankiness" now is to know that I have Postum served as it should be made, that is properly boiled. There is a vast difference between poorly made Postum and good.

"C. E. Hasty of Alameda, Cal., insists that he owes his life to me because I introduced him to Postum. I have a number of friends who have been finally cured of stomach and bowel trouble by the use of Postum Food Coffee in place of regular coffee.

"Please do not use my name."

D. J. H., 1223 Bremen St., Cincinnati, Ohio.

Publishing Co., which will engage in the publication of educational books. Some new books are now under way and a number are in contemplation. It is said that several representatives of book houses are financially interested and will become active as soon as the books have been published.



Above illustrates the Kalamazoo double holder with a Webster Dictionary and the Standard. The heads can be turned to any position or the whole top can be turned on post.

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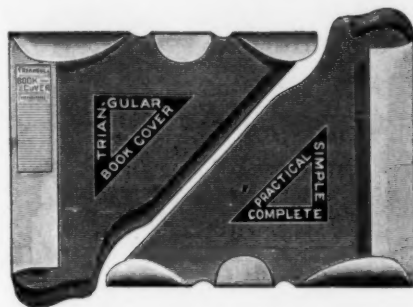
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Its list of sales and thousands upon thousands of testimonials proclaim these things to be true. Old friends are generally the best friends. The VICTOR is an old friend on whom you can rely, for it has proved its fidelity over and over again. It has the "old fashioned" integrity of material and strength, combined with the "new fashioned" improvements of mechanism—in fact, it is the most modern school desk on the market, containing every practical improvement, and then it has that old fashioned honesty about it that has made it liked over all others during its entire career, commencing more than thirty years ago. "The best is the cheapest in the long run."

The Victor is the Best, consequently it is the Cheapest.

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Speaking of Combinations

There is no school desk made that has in combination so many good points as the Victor. Your investigation of the subject will convince you of this fact. If in need of school desks don't buy until you have examined the Victor, with its old fashioned honesty and its new fashioned improvements that other desks will be imitating next year or the year after. Remember the Victor is made only under the personal supervision of the inventors

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